DOCUMENT RESUME

ED 314 487 TM 014 396

TITLE	Guidance and Counseling Personnel and Programs in Nevada.
INSTITUTION	Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.; Nevada Univ., Reno. Research and Educational Planning Center.
PUB DATE	Aug 89
NOTE	100p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Counseling Services; Counselor Attitudes; Elementary Secondary Education; Employee Attitudes; Employment Experience; Guidance Objectives; *Guidance Personnel; Guidance Programs; *Personnel Data; Professional Development; Profiles; Program Improvement; Public Schools; Questionnaires; *School Counselors; Surveys; *Time Management
IDENTIFIERS	*Nevada

ABSTRACT

Data were collected on guidance and counseling programs and guidance personnel in Nevada schools. Questionnaires were mailed to all 309 practicing school counselors in Nevada; the response rate was 72%. Guidance counselors in Nevada were primarily female, Caucasian, and middle-aged. Mean number of years as a counselor was 9 years, and most respondents had previously been classroom teachers. Most junior high school and high school counselors were assigned between 300 and 600 students, while most elementary counselors were assigned over 600 students. Counselors reported spending 40% of their time on "responsive services" (crisis or demand counseling), 17% on individual planning (assessment and career exploration), 15% on the guidance curriculum (classroom and group activities), and 9% on system support (parent and community outreach and professional development). They also reported spending an average 19% of time on non-guidance (clerical and administrative) activities. The opinions and suggestions of respondents revealed an interest in more opportunities for professional development, as well as improvement in job performance areas. Recommendations arising from the study include: (1) an effort to train more counselors, with emphasis on males, minorities, and young candidates; (2) establishment of student to counselor ratios; (3) guidelines for appropriate use of time; (4) more professional development activities; (5) development of evaluative criteria for programs; and (6) provision of guidance counselors in all elementary schools. Eighteen data tables, 10 figures, and the questionnaire are provided. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314487

TM014396

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

KEVIN CROWE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Guidance and Counseling Personnel and Programs in Nevada

EUGENE T. PASLOV
Superintendent of Public Instruction

MARCIA R. BANDERA
Deputy Superintendent

Planning, Research and Evaluation Branch
KEVIN CROWE, *Director*

Capitol Complex, Carson City, Nevada 89710

BEST COPY AVAILABLE

Guidance and Counseling
Personnel and Programs in Nevada

Dr. Deborah A. Loesch-Griffin, Director
Sabine Spielvogel, Research Assistant
Todd Ostler, Research Assistant
Research and Educational Planning Center
College of Education
University of Nevada-Reno

Dr. Mary Snow, Project Director
Planning Research and Evaluation
Nevada State Department of Education

Carole Gribble, Consultant
Occupational Guidance and Counseling
Nevada State Department of Education

This project was conducted under a grant from the Carl D. Perkins Vocational Education Act of 1984.

August, 1989

MAJOR FINDINGS

- 74% of Nevada school counselors work in the urban districts.
- 71% of the school counselors are over 40, 88% are Caucasian and 61% are female.
- 73% of Nevada school counselors are assigned over 300 students; 19% are assigned over 600 students.
- 62% of the elementary school counselors are assigned over 600 students.
- 75% of the respondents received their undergraduate degrees out-of-state; 44% earned their master's degrees out-of-state.
- Respondents' mean years of experience as school counselors in Nevada is 9.
- 89% of the respondents were previously classroom teachers.
- 90% of Nevada school counselors are members of a local, state or regional counselor association; 76% are members of a national counselor association.
- As a whole, 40% of school counselors' time is spent on Responsive Services (demand or crisis counseling).
- Overall, 19% of school counselors' work time is spent on non-guidance activities (clerical, administrative).

TABLE OF CONTENTS

Page

Background..... 1

Introduction..... 7

Methodology..... 12

Findings: Nevada's Guidance and Counseling Personnel

- Personal Background Characteristics..... 13
- Current Work Situation..... 13
- Educational Background..... 20
- Licensure Status..... 27
- Professional Career Characteristics..... 31

Findings: School Guidance and Counseling Programs

- Program Components..... 38
- System Support..... 47
- Goals..... 53

Counselors' Opinions and Suggestions Regarding School Guidance and Counseling Programs..... 53

Summary and Conclusions..... 63

Recommendations..... 69

References..... 72

APPENDICES

A The Questionnaire

B Table B-1 School Counselors in Nevada 1988-89

LIST OF TABLES

Table		Page
1.	Personal Background Characteristics of School Guidance Counselors	14
2.	School Assignments/Location of School Guidance Counselors	15
3.	Undergraduate Majors of School Guidance Counselors	22
4.	Percent of School Guidance Counselors Holding Different Types of Licenses	28
5.	Percent of Counselors Holding Different Types of Licenses by Rural/Urban Location	29
6.	Percent of Counselors Holding Different Types of Licenses by Type of School	30
7.	Years of Experience As School Counselor	32
8.	Mean Years of Experience As School Counselor in Nevada by Type of School and Rural/Urban Location	33
9.	Types of Credit Completed for Professional Development	36
10.	Professional Activities in Which School Guidance Counselors Have Ever Participated	37
11.	Frequency of Occurrence of Various Program Components in School Guidance and Counseling Programs	39
12.	Use of School Counselors' Time in Regard to Program Components	46
13.	Responsibility For Evaluating School Guidance and Counseling Personnel	48
14.	Percent of School Guidance Counselors to Whom Various Facilities Are Available	49
15.	Support Staff Assigned to Guidance and Counseling Programs By Type of School	51

Table | Page

16. Mean Frequency With Which Counselors Work With Other Personnel..... 52

17. Goals For Guidance and Counseling Programs: A Comparison of School Counselors' Beliefs and Their Schools' Programs..... 54

18. The Degree to Which Nevada School Guidance Counselors Favor Current Proposals For Change..... 56

LIST OF FIGURES

Figure		Page
1.	School Guidance Counselors' Perceptions of Students' Socio-Economic Status	17
2.	Number of Students Assigned	18
3.	Number of Students Assigned by Type of School	19
4.	Types of Degrees Earned by School Counselors	21
5.	Where Guidance and Counseling Personnel Earned Undergraduate Degrees	23
6.	Where Guidance and Counseling Personnel Earned Master's Degrees	24
7.	Perception of Quality of School Counselor Preparation Programs	26
8.	Work History of School Counselors	34
9.	Mean Percent of Time School Counselors Spend on Different Program Components	43
10.	Mean Percent of Time School Counselors Spend on Different Program Components by Type of District	44

Abstract

Guidance and counseling programs in Nevada's schools have expanded in recent years both in terms of diversity of content and in numbers of students served. However, no data on guidance and counseling programs and personnel have been collected on a systematic and statewide basis. This study represents a beginning effort to collect such data. Questionnaires were mailed to all 309 practicing school counselors in the state. The response rate was 72%.

School guidance counselors in Nevada were found to be predominately female, Caucasian, and middle-aged. Three-fourths had earned their bachelor's degrees outside Nevada and 44% had earned master's degrees out-of-state. Mean numbers of years experience as a counselor was 9; most counselors had previously been classroom teachers. Overall, the majority were assigned between 300 and 600 students. Most elementary school counselors were assigned over 600 students. High percentages of counselors were members of state, regional, and national counselors associations and attended professional conferences.

Of the four major program components in a comprehensive guidance and counseling program, Nevada school counselors reported spending 40% of their time on "Responsive Services" (crisis or demand counseling), 17% on Individual Planning (assessment, career exploration), 15% on Guidance Curriculum (classroom, group activities) and 9% on System Support (parent and community out-reach, professional development). In addition, it was discovered that 19% of the school counselor's time, on average, was spent on non-guidance activities (clerical, administrative). Time spent on "Responsive Services" and "Non-guidance" activities was higher than recommended by the model programs in the country; time spent on the other components was less than recommended. In carrying out their responsibilities, counselors worked most closely with other teachers and administrators. The evaluation of school counselors was most often conducted by school administrators using forms not developed specifically for counselors.

School counselors opinions and suggestions revealed: 1) an interest in more professional development opportunities; 2) recommendations that more field experiences and some specific courses be added to licensing requirements; 3) a strong interest in the provision of school counselors in elementary schools and in defined student/counselor ratios for all types of schools; 4) the need for less paperwork and reduced loads to make improved job performance possible; and 5) many different ideas concerning the appropriate criteria and responsibility for the evaluation of counselors.

Implications and recommendations include the following: 1) a strong recruitment effort by the University of Nevada System to train more school counselors with emphasis on greater representation of males, minorities and young candidates; 2) action to establish student/counselor ratios, especially in elementary schools; 3) guidelines/standards to provide recommendations regarding the appropriate use of counselors' time on different program components; 4) the promotion of more professional development activities for school counselors in all districts; 5) the development of evaluative criteria for both school counselors and guidance programs, based on student needs and outcomes; and 6) the provision of counselors in all elementary schools.

Background

> "All children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and manage their own lives, thereby serving not only their own interests but also the progress of society itself." (The National Commission on Excellence in Education, 1983)

Guidance and Counseling and Educational Excellence

In the wave of recommendations and reforms on education, little has been noted about students' attitudes and values, their feelings and decisions. In the above quote, there is an underlying assumption that the recommendations posed in "A Nation at Risk" will subsequently result in children who become well-adjusted, self-sufficient adults. However, few educators or policy makers would argue that acquiring more information, raising test scores or completing a mandated set of courses will provide all the ingredients necessary to achieve these results with students. Implicit in this statement is the assumption that educators will provide the glue to make the students' learning stick together--that their intervention on behalf of the students will create a whole that is more than the sum of a string of academic requirements. A key concept in this quote is "competently guided"--a phrase that suggests that students are provided with opportunities to assess themselves and obtain skills that allow them to apply what they've learned in academic subject areas to the requirements of everyday living--as members of families, as participants in interpersonal relationships, as caretakers of their physical environment, and as socially responsible adults

(capable of becoming self-sufficient, independent, committed and involved). The concept of competent guidance implies a joining of forces among all educational personnel and an integration of educational programs and efforts. Ultimately, this can be interpreted to mean that no dimension of a student's education (i.e., cognitive or affective, academic or occupational) is neglected, nor is any area valued more than another--hence, teaching the whole child.

In an effort to broaden the perspectives on "educational excellence" it is necessary to bring the student into focus and to recognize the limits of the contribution of excellent teaching and academic preparation if these are not coupled with "competent guidance" across several dimensions of the students' education. First and foremost, the student is a person whose excellence as a student will depend upon his or her attitudes, values and decisions as they relate to academic, occupational and personal choices. When we recognize that individual choice has been central to the American educational system, we begin to realize that "educational excellence" not only implies improvement of the quality of learning, programs and curriculum, but implies that attention must be given to guiding the individual student's ability to choose to participate in and benefit from the opportunities school can provide.

Guidance and counseling personnel have often operated in the wings of the school as separate entities helping the troubled or talented child to make his or her way through the halls of school and, later, the halls of life. Although national reports on educational reforms did not specifically address this group of educators, nor their role in the achievement of educational excellence, many local, state, and national

guidance and counseling organizations are responding to the crisis in education. They are arguing for competent and comprehensive guidance--across all areas of a student's education. Until their voices are heard and taken seriously, it is likely that the quality of learning for students will not be developed to its fullest potential--to its height of excellence. Issues of personal choice, interpersonal relationships, educational, occupational, and career planning, and life-long learning are ingredients of educational excellence that these educators are equipped to bring to the classroom and school to integrate with students' academic learning.

A Response to A Nation at Risk

Guidance and counseling personnel have identified five contributions that counselors can make to educational excellence. These include:

1. Providing an increased emphasis on learning and cognition (i.e., analyzing learning styles, use of time, study habits, attitudes, and decision making skills).
2. Infusing guidance and counseling throughout the curriculum (frequently designated as "comprehensive" guidance that includes partnerships among counselors, teachers, parents, administrators, business and industry, and students).
3. Incorporating life-long career planning in guidance and counseling (providing students with an educational focus that is sequential and developmental as they progress through their schooling).
4. Evaluating counselor and program effectiveness by measuring student outcomes.
5. Planning for professional renewal. Counselors' abilities to

coordinate comprehensive guidance and counseling programs are strongly influenced by the quality of their professional development.

As counselors begin shaping their role in "educational excellence" for all students it is likely that the restructuring of guidance and counseling programs experienced in some states will become more prevalent and that the goals of education--to develop "mature, strong, and well-informed individual person(s) who have the wisdom and the strength of character to make hard choices, to think critically about their own lives and society, and to take necessary risks to achieve important goals" (Walz, G. 1984)--will become realities.

National Guidelines Toward Comprehensive Guidance Programs

The literature on state and national programs which emphasizes comprehensive guidance models identifies several sites which have active documentation to support these guidance concepts.

The National Occupational Information Coordinating Committee [NOICC] (1988) has developed national guidelines for planning and implementing comprehensive guidance and counseling programs, grades K-Adult. Programs that are similar to those advocated by the national clearinghouse on guidance and counseling and to those being advocated in the state of Nevada have been developed in various states including: Alaska, Arizona, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Utah, Virginia, and Wisconsin.

The following criteria are evident in many of these programs:

A. The program emphasizes measured student outcomes as evidence of

effectiveness.

B. The program is cost effective.

C. The program has good potential for replication in other sites.

D. The program is comprehensive in that it serves, where they exist in the geographic area and/or institutional domain being served, the following target populations:

1. Occupational education students;

2. Potential occupational education students;

3. All segments of the population, including:

a. Women

b. Minorities

c. The handicapped

d. The economically disadvantaged; and

e. Those with limited English-speaking ability.

4. Persons at all educational levels:

a. Elementary;

b. Middle school

c. Junior high school

d. High school

e. Post-secondary;

f. Adult; and

h. Higher education.

E. The program is comprehensive in respect to the outcomes it seeks to foster in those being served.

F. The program is comprehensive in its use of extra-institutional resources for delivery and renewal.

G. The program is comprehensive in the methodologies and

techniques it uses for continual delivery, evaluation, and renewal.

H. The program is comprehensive in its efforts to ensure equity.

I. The program is comprehensive in its efforts to be understood. It shares appropriate experience and information gained through its operation with administrators and others for their use in program planning, while guarding the privacy of the individual being served (National Association of State Career Development/Guidance Supervisors, 1989).

Another key concept advocated by most of the states, but particularly Missouri, is the idea that a comprehensive guidance and counseling model be developmental in nature (Gysbers, 1979; Gunderson and More, 1983; Monroe, 1981; Stefkovich, 1980). At this level of service delivery the counselor's role shifts from auxiliary resource staff member to advocate and supporter of the guidance team. Although counselors still maintain their relationship with students through one-on-one contact and personal counseling, they also insure that services are widespread by adopting the role of "consultant, coordinator, and evaluator" (Sandlin, 1976). In addition, guidance and counseling personnel are encouraged to include community input in the process or as team members in the delivery of guidance and counseling so that the program becomes integrated with curricular, extracurricular, occupational, and personal activities (Illinois University and Urbana Department of Education, 1979).

Inservice and Pre-service of Guidance Personnel

A final arena that is affected by the shift in conceptualizing guidance and counseling programs is the preparation of guidance and

counseling personnel. Many competencies have been identified as necessary for counselors. These competencies need to be addressed at both the inservice and preservice levels if counselors are to keep abreast of effective intervention strategies and update their knowledge base about the choices they must guide students in making (Gibson, 1979).

Introduction

A Review of Nevada's Guidance and Counseling Programs, Personnel Preparation, and Policies

Guidance and counseling in Nevada have historically been defined at the school district and building site level. Generally, each school principal developed a set of guidelines that specified the counselor's role and duties in relation to serving students. That is, the emphasis historically was on guidance and counseling "duties" versus "programs" and these duties were unique from school to school in Nevada.

Nevada's history with the guidance and counseling profession has mirrored several national trends. These trends have influenced the direction of guidance and counseling programs and "duties" since the 1930's. In Nevada, principals once functioned as head teachers (in some rural school districts they still do); therefore, they divided their time among instructional, advisement, and administrative duties. As schools grew in size, the division of labor became more marked and a new profession of educators evolved--guidance and counseling personnel. In the 1930's the emphasis for these personnel was on vocational counseling. A change in philosophy occurred from the 40's through the 60's and greater emphasis was placed on personal and individualized

counseling for students. As class sizes, school size, and family demographics changed in this country, and likewise continue to change in this state, the demand for personal consultation with teachers and parents emerged at the elementary level, and guidance and counseling personnel began to expand the services that had been previously provided only to 7th-12th grade students.

For the past twenty years, counselors have functioned as a support for academic programs and assumed many of the advisement roles that teachers once were able to perform. The excellence movement and the public's demand for more stringent academic preparation have placed teachers in the position of having to emphasize academic instruction and preparation over individualized advisement and attention. This division of labor has resulted in guidance counselors spending a good deal of their time scheduling students into classes. Although the early assumption was that class scheduling was synonymous with course selection and college and career planning advisement, the increase in the counselor-student ratio and school size has often relegated this activity to an administrative/clerical function.

Two important issues have emerged for guidance and counseling personnel, particularly those at the secondary level that are engaged in non-guidance activities and that have increasing numbers of students for whom they are responsible:

1. Are the skills and competencies of guidance and counseling personnel being underutilized?
2. Are guidance and counseling programs being delivered to all students?

At both the local and state level in Nevada, guidance and

counseling personnel are attempting to pull their services together under a specific set of guidelines that will guarantee a diverse program delivered to all students. These efforts are characterized by their focus--the proposed guidance and counseling program is student-centered versus system-centered, which suggests that students' needs dictate the definition and delivery of a guidance program versus the system's needs for specific duties and services to be fulfilled. Because Nevada is faced with rapidly changing demographics and a diverse student population, the need for the development of a model comprehensive delivery system of guidance and counseling is critical.

Improving Nevada's Guidance and Counseling Programs: Defining a Comprehensive Guidance and Counseling Program Model

Career and Occupational Guidance Course of Study. On December 18, 1987 a State Task Force on Occupational Education was appointed by the State Board of Education. Twenty-five members were appointed representing business, industry, labor, teachers, counselors, principals, superintendents and local boards. As one of its jobs, the Task Force was requested to study the role of career and occupational guidance and counseling, grades 7-12, and to recommend state policy (course of study) that would provide for a comprehensive, developmental program for all students in Nevada. The proposed course of study (Nevada Department of Education, 1988) developed by this task force was adopted by the State Board of Education on August 18, 1989.

The basic premise of such a document is that "a counseling program can assist and support students in their quest for knowledge, skills, health and self esteem."

This document or set of recommendations is based upon the following assumptions:

- Guidance is a program for all students.
- Guidance is an integral part of the education process which supports and provides direction for other programs.
- Guidance is primarily developmental in nature, yet remediation and additional programs are needed for some students.
- Guidance is a planned, sequential program that enables students to develop to their full potential.
- Guidance is a team relationship among counselors, students, parents, teachers, administrators, and the community working together.
- Guidance is delivered through a variety of systems by school, staff, students, parents, and business and industry.
- Guidance is evaluated as to its effectiveness on student outcomes.

This set of assumptions is similar to those advocated by ERIC Counseling and Personnel Services Clearinghouse Director, Gary Walz (1984), and the various other states that have piloted or implemented comprehensive counseling and guidance programs. Although this course of study makes recommendations for 7th through 12th graders, it is clear that these assumptions hold for elementary school children as well. How these assumptions get translated into guidance and counseling program activities will vary from grade-to-grade, and even district to district. Nevertheless, several program components are suggested as essential to a comprehensive guidance and counseling program for Nevada's schools: 1) a Guidance Curriculum that consists of

structured experiences in personal, social, educational, occupational and career development; 2) Individual Planning to help students plan, monitor and manage their own learning and development; 3) Responsive Services to meet the needs and concerns of students including personal counseling, crisis counseling and referral; and 4) System Support to establish, maintain and enhance the total guidance program including professional development, staff and community relations, consultation with teachers, advisory councils, community outreach, program management and operations and research and development.

Development of a Data Base. Although this course of study is receiving a great deal of attention from Nevada's guidance and counseling personnel, little data is available on a systematic and statewide basis for assessing the extent to which districts are implementing programs that include these philosophies, assumptions and program elements, or for monitoring progress toward these goals from an established baseline. This report documents the results from a statewide survey that reflects Nevada's first attempt to systematically collect information about guidance and counseling personnel and programs. This study represents a collaborative effort between the Research and Educational Planning Center (REPC) in the College of Education at the University of Nevada-Reno and the Nevada State Department of Education. The primary goal of the study was to describe current counseling and guidance programs in Nevada's public schools and to ascertain the types of preparation, work duties and responsibilities of Nevada's school guidance and counseling personnel. The following research questions were addressed and reflected in the survey that was

mailed to all of the state's guidance and counseling personnel, grades K-12:

1. What models are in operation in the schools?
2. To what extent is a guidance and counseling curriculum integrated into the existing curricular and extracurricular activities?
3. What guidance and counseling goals and objectives are being met?
4. What support exists system wide for guidance and counseling programs?
5. In what ways does the current training and licensing process in the state of Nevada promote or restrict a comprehensive guidance and counseling model?

Because of the limitations inherent in a paper and pencil survey, not every question could be throughly addressed. Answers to the questions are therefore tentative. More definitive results will require additional studies using multiple methodologies.

Methodology

Data were collected by means of questionnaires. Development, pretesting, and revision of the questionnaire occurred during the spring and summer of 1988. Because of the small number in the universe (309), it was decided to include all Nevada school counselors in the survey.

During the summer of 1988 superintendents and principals were informed about the study. They were asked to share this information with their school counselors and to encourage participation.

The first administration of the questionnaire occurred at the August meeting of the Washoe County School District elementary school counselors. The remaining questionnaires were distributed by mail

during the first week in September. All included cover letters which explained the purpose of the study and the approximate length of time needed. Reminder telephone calls and a second follow-up mailing resulted in a response rate of 72%.

The questionnaire used for this study included items related to personal background characteristics, counselors' educational background, licensure status, and professional career activities. Also covered were: the extent to which various program components occurred as part of the guidance and counseling program in counselors' schools, a time and task log for work activities, system support for guidance and counseling programs, and counselors' philosophies and their opinions regarding current issues in the field of guidance and counseling.

Findings: Nevada's Guidance and Counseling Personnel

Personal Background Characteristics

Guidance and counseling personnel in Nevada are predominately female (61%) and predominately Caucasian (88%). They also tend to be older; 71% are over the age of 40 and 28% are over 50. (See Table 1.)

Current Work Situation

The majority of Nevada's school guidance counselors are located in urban school districts (74%); 26% work in the rural districts. The highest percent (40%) work in senior high schools, 22% work in middle schools or junior high schools, and 20% are located in elementary schools. The remaining school counselors work in a variety of different settings which include junior/senior high schools, K-8 or K-12 schools, sixth grade centers, adult schools, and vocational schools. A number of counselors have multiple school assignments. (See Table 2.)

Table 1

Personal Background Characteristics of School Guidance Counselors (N = 223)

	%
Gender	
Males	39
Females	61
Ethnicity	
Caucasian	88
Black	6
Asian/Pacific Islander	2
Hispanic	1
Native American Indian	1
Other	0
No Response	1
Age	
20-30 years of age	2
31-40	26
41-50	43
51 or older	28
No Response	1

Table 2

School Assignments/Location of School Guidance Counselors
(N = 223)

Type of School	%
Elementary	20
Middle/Junior High	22
Senior High	40
K-8	1
6th Grade Center	2
Jr./Sr. High	4
Other*	10
Region	
Rural	26
Urban	74

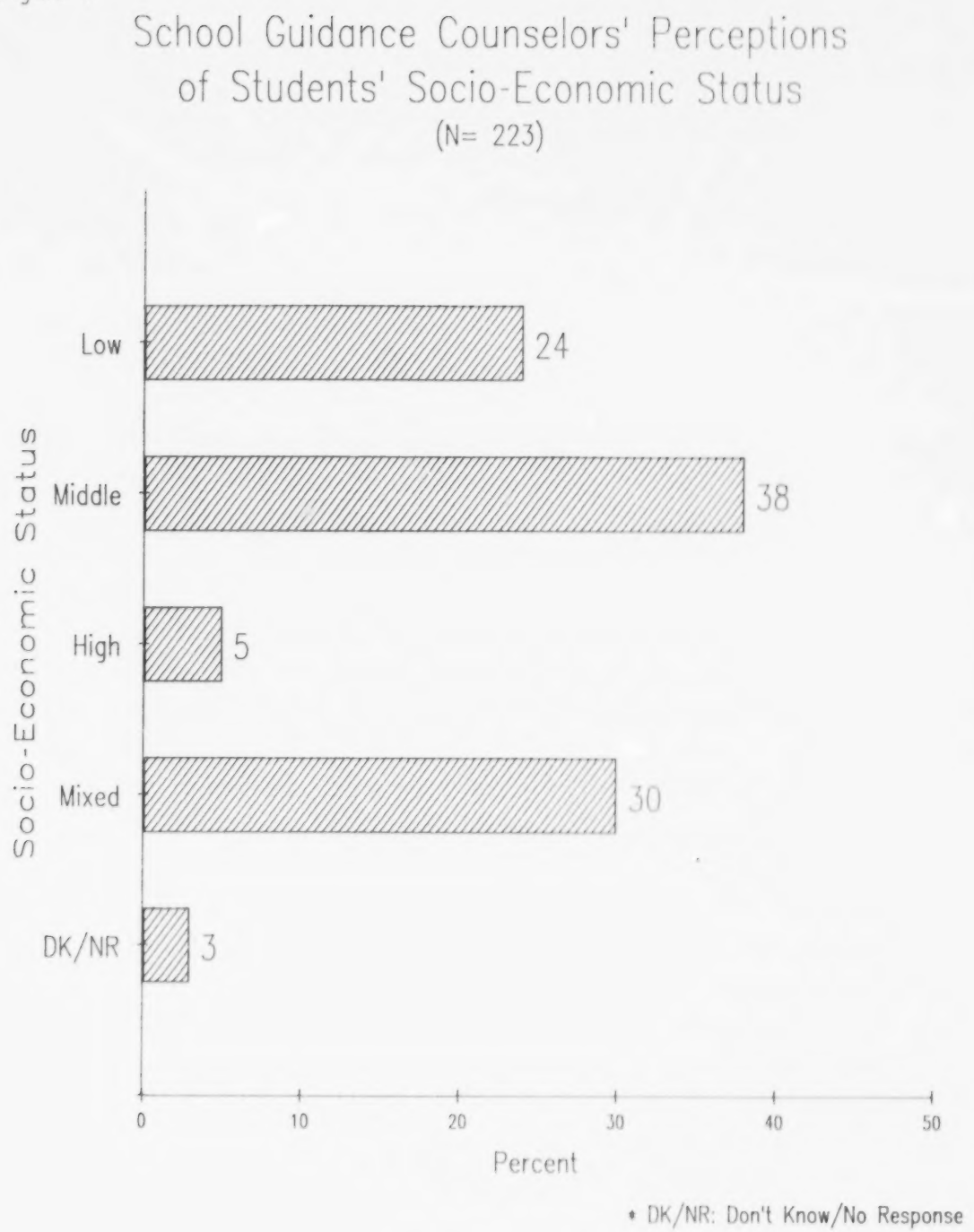
*Other (K-12, adult schools, vocational schools, and multiple types of school assignments)

School counselors were asked to identify the socioeconomic background of the students in their schools. As seen in Figure 1, they most frequently reported their students to be from middle class backgrounds (38%) or from mixed socioeconomic backgrounds (30%). Approximately 24% identified their students as being from low socioeconomic backgrounds; only 5% said their students came from high socioeconomic status families.

An important aspect of a school counselor's work situation has to do with the number of students assigned (the caseload). Respondents were asked "How many students do you directly serve or have responsibility for?" The results indicated that overall 73% were serving over 300 students, 19% were responsible for over 600 students, and 9% served over 900 students. However, when viewed by type of school, a different picture emerged. Elementary school counselors were responsible for more students than counselors on any other level. Frequently, also, elementary counselors were responsible for multiple schools. Among this subgroup, 62% were assigned over 600 students and 32% were assigned over 900 students. (See Figures 2 and 3).

The ways counselors were assigned students varied. Approximately 26% were responsible for entire student bodies. The most common methods of making assignments within a student body were by alphabet (29%) and by class (17%). Less frequently mentioned were assignments by special needs groups of students, by number, by referral, and by equal access (students may come to any counselor on a first-come, first-serve basis). Another point of inquiry into school counselors' work situations dealt with whether they teach courses in addition to carrying out their counseling duties. Approximately 17% replied "yes," that they

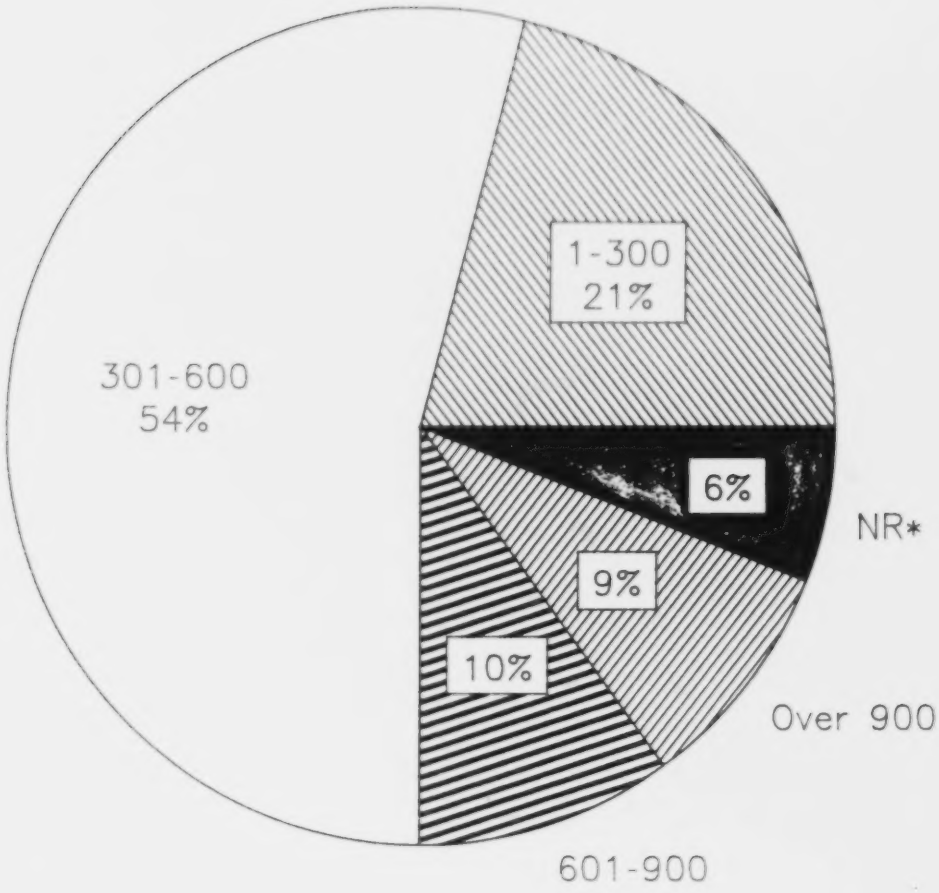
Figure 1



* DK/NR: Don't Know/No Response

Figure 2

Number of Students Assigned
All Respondents
(N= 223)

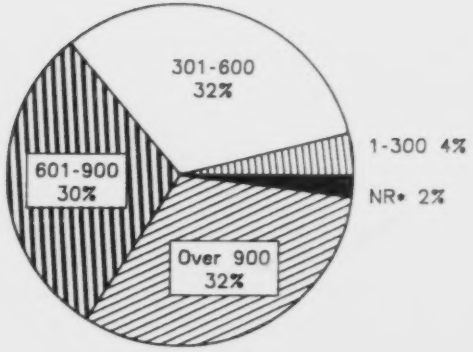


* NR= No Response

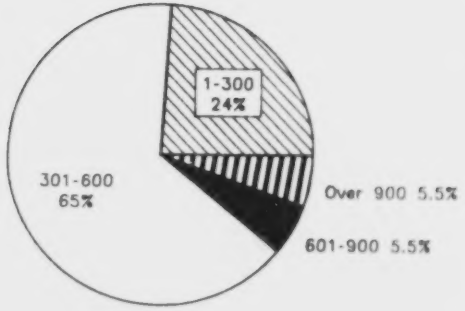
Figure 3

Number of Students Assigned by Type of School

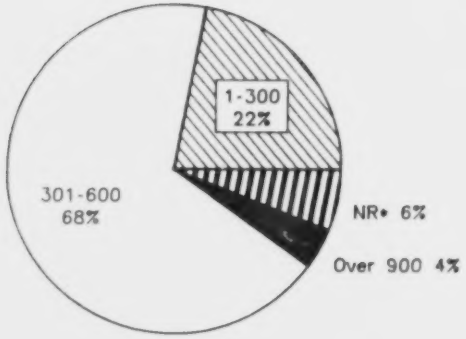
Elementary
(N= 47)



Middle/Junior High
(N= 54)



Senior High
(N= 90)



* No Response

did have teaching responsibilities. However, their listings of the specific courses taught revealed that these were, in almost every case, courses closely related to their counseling responsibilities. Examples were courses in career development or peer counseling.

Educational Background

Degrees Held. All respondents held bachelor's degrees and almost all held master's degrees. This is to be expected as it corresponds with the current licensing requirements for school counselors in Nevada. Among those with credentials beyond the requirements were the 29 (13%) who had earned specialist degrees and the 4 (2%) who held doctorates. (See Figure 4.)

The undergraduate majors of current school guidance counselors represent a broad range of specialty areas (See Table 3). The highest frequency majors were in the social sciences, elementary education, and in English.

Where school personnel practicing in Nevada received their training is a matter of great interest to all those responsible for educational planning in the state. Therefore, our school counselor respondents were asked both where they had completed their undergraduate work and where they had obtained their master's degrees. As can be seen in Figures 5 and 6, 75% received their undergraduate training out-of-state and 44% earned their master's degrees out-of-state.

Those whose undergraduate preparation was obtained out-of-state attended 129 different colleges or universities in 38 states, Guam, and the Philippines. States with the highest number of mentions were California and Utah. Those who earned master's degrees out-of-state attended 65 different colleges or universities in 29 states, Guam and

Figure 4

Types of Degrees Earned by School Counselors

(N= 223)

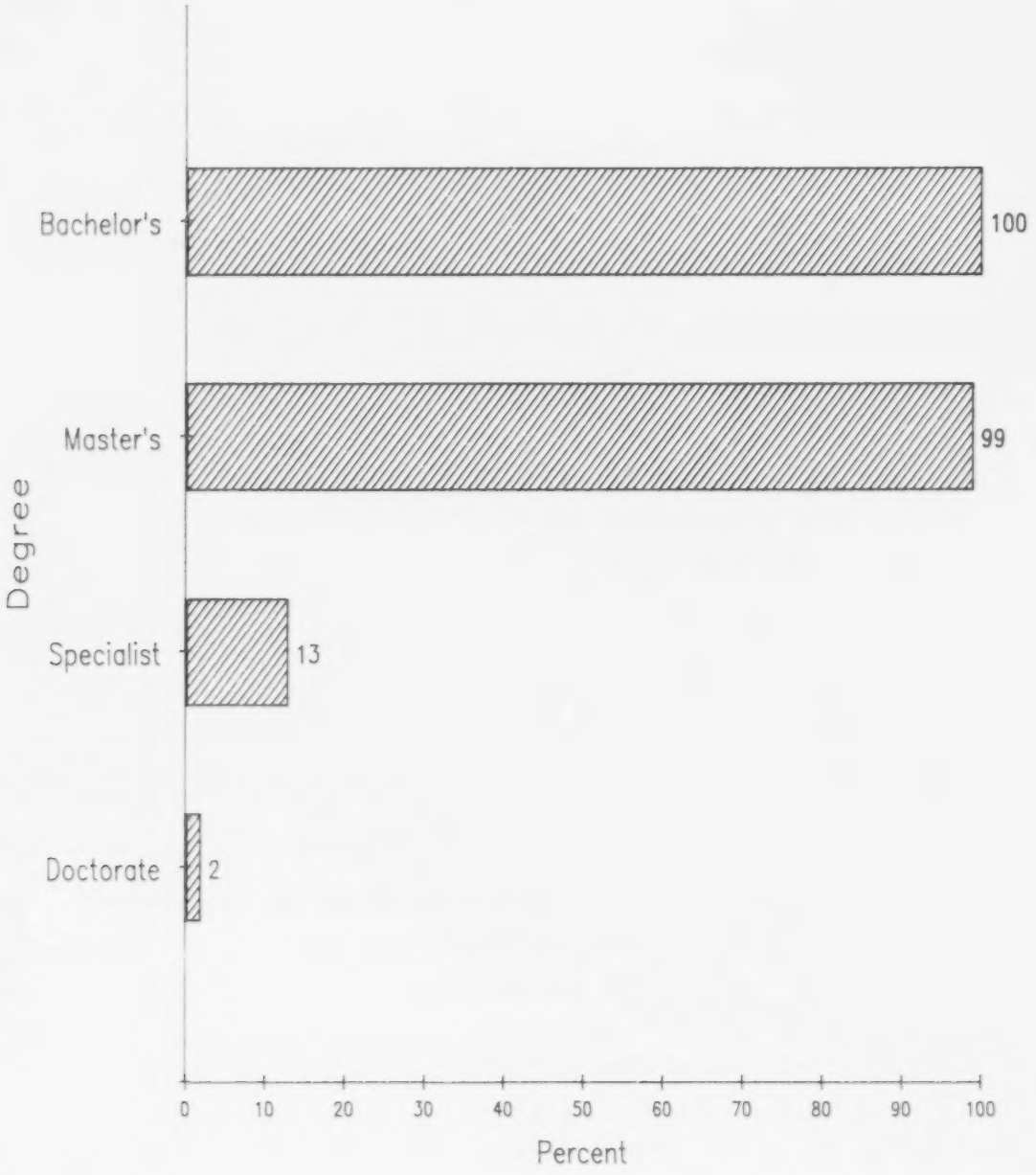


Table 3

Undergraduate Majors* of School Guidance Counselors
(in rank order)

Majors	Number
Social Sciences	72
Elementary Education	40
English/Drama/Speech	37
Physical Education/Health	25
Business Education	21
Sciences	19
Special Education	14
Foreign Languages	11
Fine Arts	9
Industrial Arts	9
Home Economics	7
Mathematics	7
Education	4
Philosophy	4
Counseling	3
Agricultural Science	2
Nursing	2
Social Work/Services	2
Library Science	1
Public Administration	1
Reading	1

*Total number of majors is 291, due to the fact that 61 respondents named two or more majors.

Figure 5

Where Guidance and Counseling Personnel Earned Undergraduate Degrees

(N= 223)

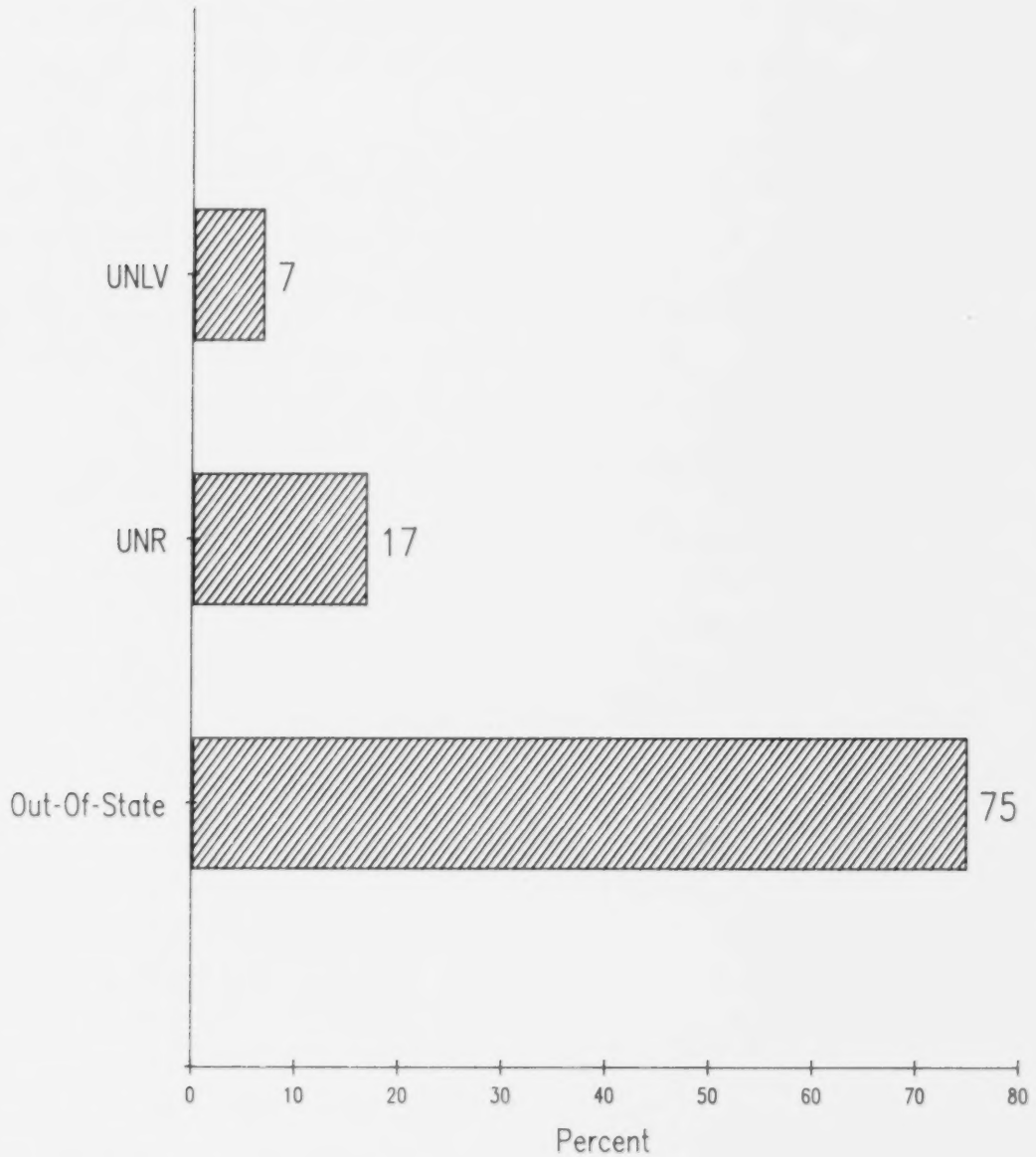
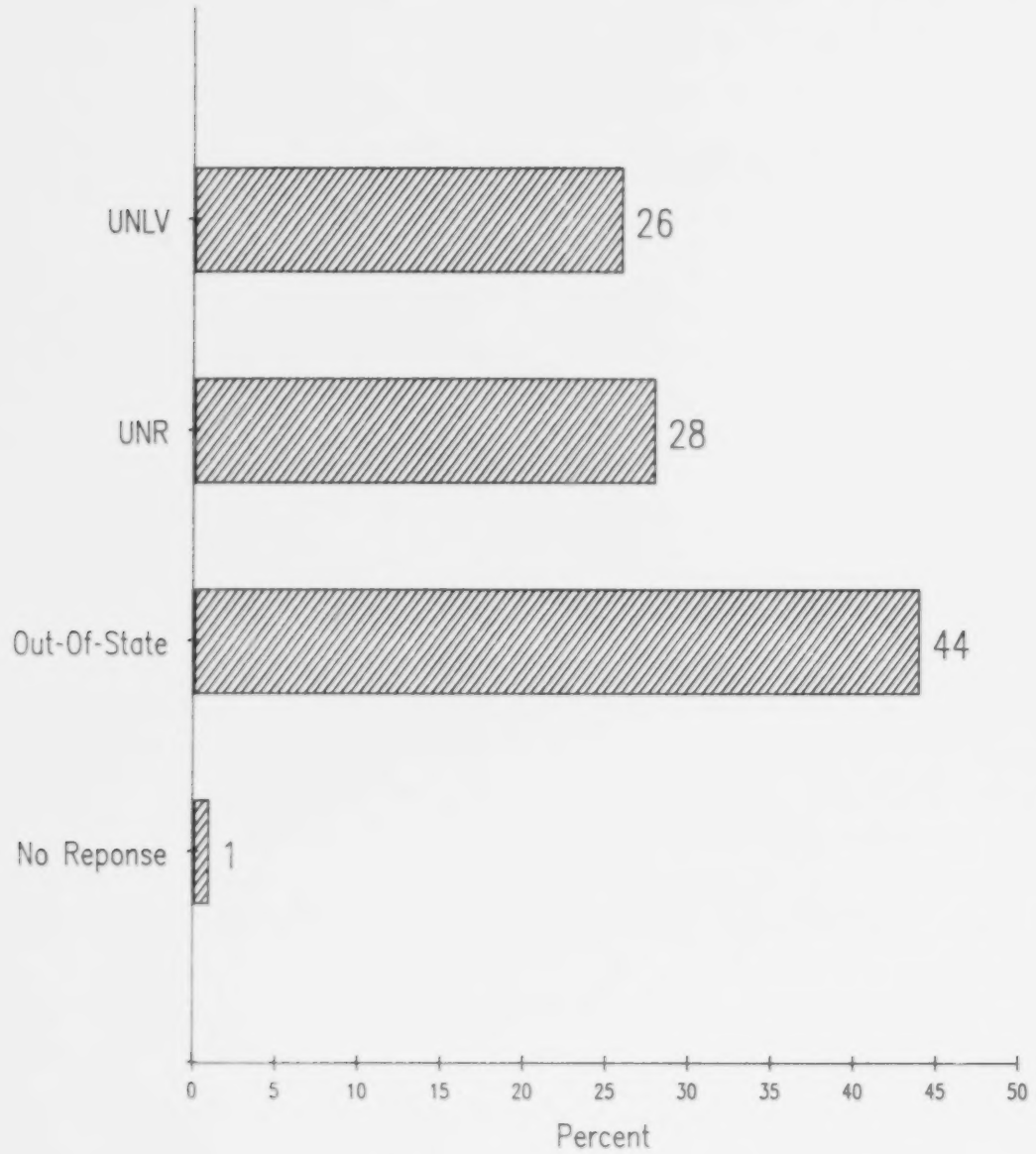


Figure 6

Where Guidance and Counseling Personnel Earned Master's Degrees

(N= 223)



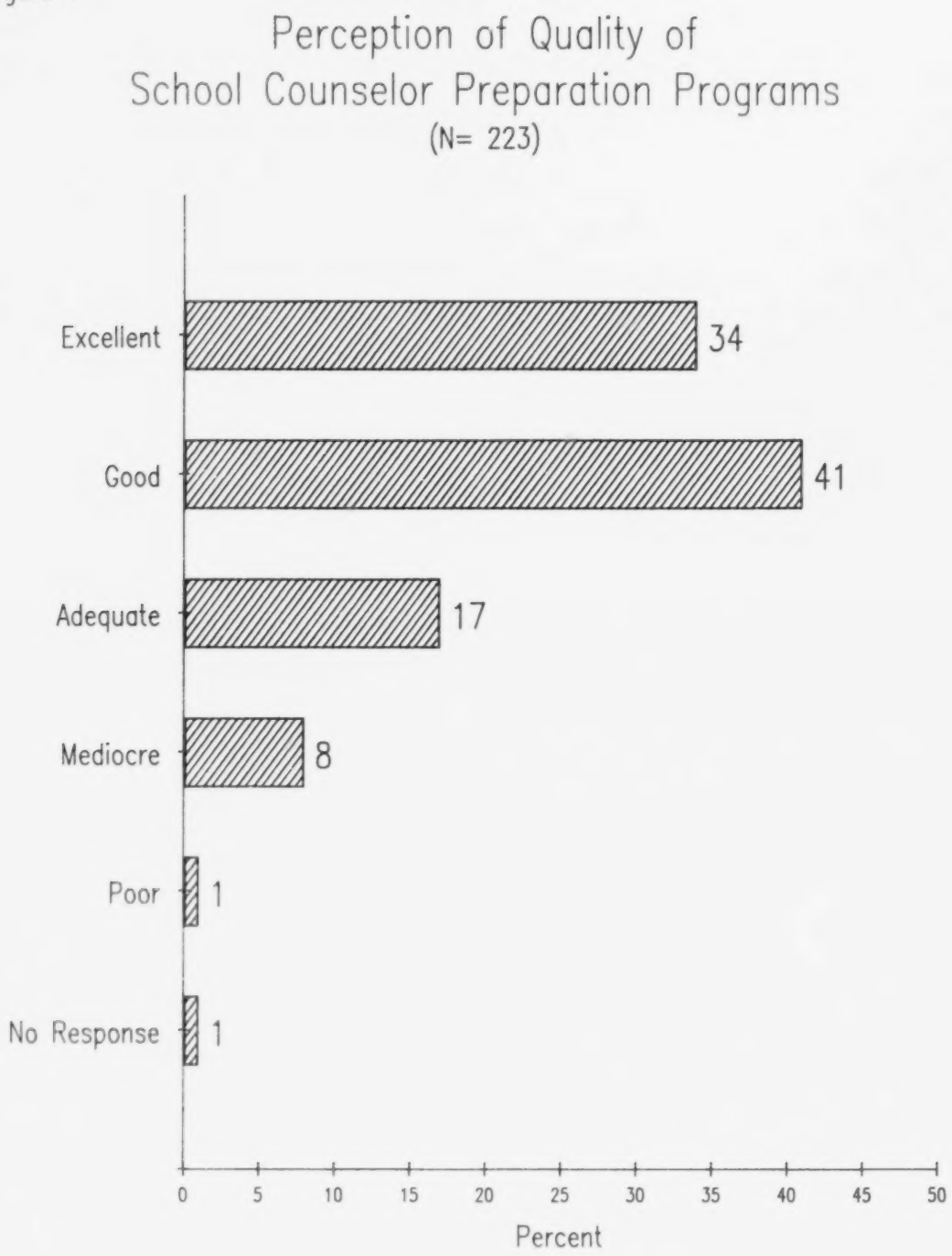
the Phillipines. California and Arizona received the highest number of mentions.

Quality of Preparation. How did Nevada's school counselors rate the quality of their formal preparation to be counselors? Figure 7 illustrates that, in the main, their ratings were high. Seventy-five percent responded that their preparation programs were either excellent or good; only 9% indicated dissatisfaction by rating their preparation programs as mediocre or poor. These perceptions of the quality of preparation programs did not vary significantly between rural and urban counselors or between counselors working in different types of schools. The great majority believe they were well prepared for their jobs.

Approximately 22 counselors responded to a related question asking which particular experiences or courses in their formal preparation programs were most helpful in assisting them to be effective counselors in their current situation. Many (41%) named practicums, internships, and other hands-on activities as being most helpful. Others mentioned specific courses such as group counseling, individual counseling, and career/occupational education as being of benefit in their current work situations. Still other respondents mentioned specific professors who were particularly helpful.

Educational Aspirations. Finally, respondents were asked about their aspirations toward earning additional degrees in the future. As almost all the school counselors now hold master's degrees, it is not surprising that only 29% plan to pursue additional degrees. Among those who do, 4% plan to earn another master's degree, 9%, a specialist degree, and 16%, a doctoral degree.

Figure 7


Perception of Quality of
School Counselor Preparation Programs
(N= 223)
Excellent
34
Good
41
Adequate
17
Mediocre
8
Poor
1
No Response
1
0
5
10
15
20
25
30
35
40
45
50
Percent

Licensure Status

Nevada school counselors were asked which Nevada licenses they presently hold. The results (Table 4) show that the most commonly held license is that of secondary counselor followed by secondary teacher, K-12 counselor and elementary counselor. Those who marked "Other" specified these to be: vocational counselor, vocational teacher, special education, school psychologist, marriage and family therapist, nurse, computer, psychometrist, driver education, and K-12 substitute.

There were few differences between the types of licenses held by school counselors in rural and urban settings with the exception of a higher percentage of elementary teacher licenses held by urban district counselors. (See Table 5.) However, when the responses are viewed separately by type of school, there are obvious differences between elementary school respondents and others, with the sharpest contrast occurring between elementary and high school counselors (See Table 6). Licenses most commonly held by elementary school counselors were 1) elementary counselor, 2) elementary teacher, and 3) K-12 counselor.

Respondents were also asked whether they had ever been licensed to work as a school counselor in another state. Out of the 223 counselors in this study, 58 (26%) replied "yes." A total of 26 different states were mentioned.

Another subject of inquiry was whether any of the licensing or relicensing regulations in Nevada had been difficult to meet. The great majority indicated that they had experienced no difficulty. Only 6% mentioned any problems at all. Some of these included: 1) difficulty equating course work in another state with Nevada requirements; 2) difficulty completing coursework requirements when living in a rural

Table 4

Percent of School Guidance Counselors Holding Different Types of Licenses
(N = 223)*

License	Percent
Elementary Counselor	37
Secondary Counselor	61
Counselor, K-12	41
Elementary Teacher	27
Secondary Teacher	47
Teacher, K-12	13
Administrator	18
Other	26

*Most respondents held more than one type of license; therefore the total percentage is over 100.

Table 5

Percent of Counselors Holding Different Types of Licenses by Rural/Urban Location

License	Rural (n = 59)	Urban (n = 164)	Total (N = 223)
Elementary Counselor	32	39	37
Secondary Counselor	58	62	61
Counselor, K-12	44	40	41
Elementary Teacher	18	31	27
Secondary Teacher	44	48	47
Teacher, K-12	12	13	13
Administrator	16	19	18
Other	26	27	26

Table 6

Percent of Counselors Holding Different Types of Licenses by Type of School*

License	Elementary (n=47)	Middle/ Junior High (n=54)	High School (n=90)	Other (n=32)	Total (N=223)
Elementary Counselor	72	43	14	41	37
Secondary Counselor	30	67	74	59	61
Counselor, K-12	49	35	39	44	41
Elementary Teacher	55	33	12	19	27
Secondary Teacher	21	57	50	59	47
Teacher, K-12	11	4	16	22	13
Administrator	11	19	20	25	18
Other	34	28	20	31	26

*For purposes of cross-tabulation, K-8 schools were combined with Elementary and 6th Grade Centers were combined with Middle/Junior High.

area; 3) the infrequent offering of required classes or required classes not offered during non-school hours; 4) time and effort needed to verify whether requirements are met; 5) inability to use continuing education units for relicensing; and, 6) the vocational counselor requirements.

Professional Career Characteristics

School Counseling Experience. The majority of Nevada's school counselors have fewer than eleven years of experience. The highest percent of school counselors (43%, Nevada experience; 36%, total experience) can be found in the "five years or less" category (See Table 7). Mean number of years in Nevada schools is 9.2. Mean number of years of total experience is 10.1.

Where are counselors with more or less experience likely to be found? Table 8 reveals that mean years of experience is greater for school counselors in urban districts (9.83) than in rural districts (7.21). This holds true for every type of school. When schools alone are considered, greatest experience is found among counselors at the high school level and least experience among counselors in elementary schools. These results can be explained by the continuing difficulty in rural areas in recruiting and retaining resource educational personnel and by the more recent emphasis on the recruitment and placement of elementary counselors.

Other Work Experience. Many of Nevada's school counselors have had varied work experiences (Figure 8). The great majority (89%) have been classroom teachers. The mean number of years taught was 9.1. Many (39%) have had experience as counselors in non-school settings. Most frequently mentioned, in rank order, were: private practice/therapy,

Table 7

Years of Experience As School Counselor
(N = 223)

Number of Years	in Nevada		Total	
	%	n	%	n
5 yrs. or less	43	(95)	36	(81)
6-10	22	(48)	22	(48)
11-15	17	(37)	21	(46)
16-20	12	(27)	13	(28)
21 or more	7	(16)	9	(20)

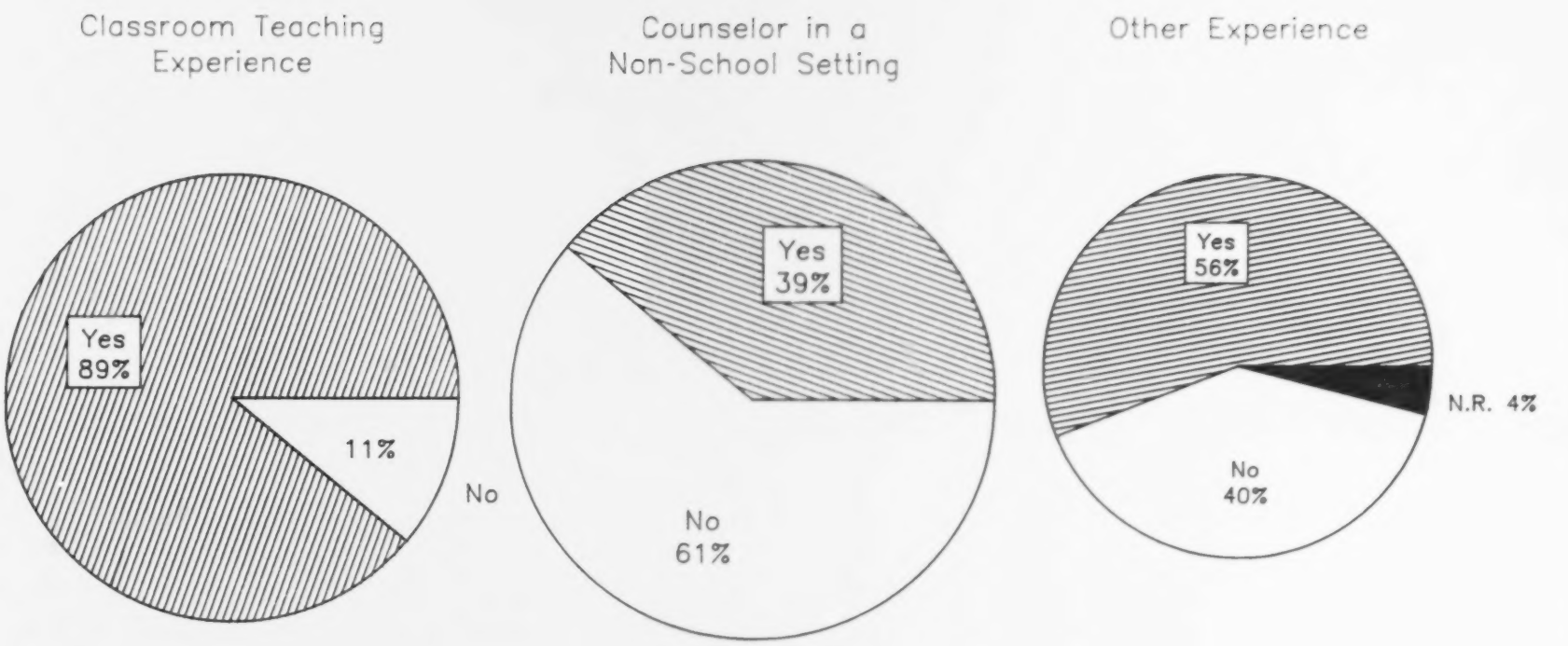
Table 8

Mean Years of Experience as School Counselor in Nevada by Type of School and Rural/Urban Location

	Rural (n=59)	Urban (n=164)	Total (N=223)
Elementary (n=47)	4.42	5.86	5.49
Junior High/ Middle School (n=54)	6.64	9.89	9.30
High School (n=90)	9.41	11.16	10.83
Other (n=32)	7.35	12.20	9.63
Total (N=223)	7.21	9.83	9.16

Figure 8

Work History of School Counselors
(N= 223)



N.R.= No Response

mental health, social services, church, juvenile/legal, and adolescent summer work programs. In addition, a majority of Nevada's school counselors have had other work experience outside the fields of education or counseling (56%).

Professional Development and Professional Activities. Respondents were asked what kinds of credit they had completed for professional development during the last five years. Highest numbers of mentions were for in-service courses and continuing education/conferences, followed by university courses in counseling and university courses in education (See Table 9). These types of credit were most common within every type of school and within both rural and urban districts. However, some differences were apparent in other kinds of professional development. For example, counselors in rural districts were much more likely (30%) than urban district counselors (10%) to have taken community college courses.

School counselors were also asked to indicate in which counselor-related professional activities they had ever been involved (see Table 10). The results show that a high percentage of Nevada counselors are or have been members of local or regional counseling associations (90%), have attended professional conferences (78%), and are members of a national counseling association (76%). Although these particular activities remained highest among counselors in every type of school and in both rural and urban districts, there were some minor differences between subgroups. Urban counselors were somewhat more likely to be involved in national counseling associations (80% Urban, 65% Rural) and more likely to have been officers in counseling associations (33% urban, 5% rural) than were rural counselors. However, rural counselors were

Table 9

Types of Credit Completed for Professional Development by Guidance and Counseling Personnel*
(N=223)

Type of Credit	%	n
In-service Courses	82	(183)
Continuing Education/ Conferences	77	(171)
University Courses (Counseling)	62	(139)
University Courses (Education)	54	(120)
Community College Courses	15	(34)
Correspondence Study	11	(25)
NBCC**	10	(22)
Other	6	(14)

*Within the last five years
**National Board of Certified Counselors

47

Table 10

Professional Activities in Which School Guidance Counselors Have Ever Participated
(N=223)

Type of Activity	%	n
Member Local/Regional Counseling Association	90	(201)
Attendee/Professional Conferences	78	(175)
Member, National Counseling Association	76	(169)
Member of Counseling and Guidance Committee	39	(87)
Instructor/In-service or College	38	(84)
Supervisor of Counselors	36	(80)
Member of Community Advisory Board	35	(78)
Department Chair	27	(60)
Officer of Counseling Association	26	(58)
Other	9	(20)

more likely to have been members of community advisory boards (54% Rural, 28% Urban). Counselors in elementary and middle/junior high schools were more commonly members of counseling and guidance committees than were counselors in other types of schools. And elementary counselors were almost twice as likely as other counselors to have served as instructors for in-service or college classes.

Future Career. Finally respondents were asked whether they planned to remain in the educational field and, if so, in what capacity. Of the 223 respondents, 193 said "yes." Of this number, 89% plan to continue as school counselors. The remainder aspired to the positions of: teacher, administrator, higher education teacher, personnel director, school psychologist, special education teacher or director, and coach.

Findings: School Guidance and Counseling Programs

Program Components

Frequency of Occurrence of Different Program Components. Nevada's school counselors were asked to respond to twelve program statements by indicating whether and to what extent these statements reflect the counseling and guidance programs in their schools.

The twelve statements and their occurrence ratings were collapsed into the four major program components seen in Table 11. The highest mean rating (4.36) was given to "Responsive Services." This rating meant it occurred more than "frequently" within the schools. This component included:

1) Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.

Table 11

A

Frequency of Occurrence of Various Program Components in School Guidance and Counseling Programs
(Mean Ratings in rank order)

Program Component	Mean Frequency
Responsive Services	4.36
Guidance Curriculum	3.87
System Support	3.78
Individual Planning	3.36

A=Scale:
1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

2) Counseling and support are provided to students and their families facing emergency situations.

3) Counselors use referral sources to deal with crises such as suicide, violence, abuse, chemical dependency and terminal illness.

4) Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help individual students.

5) Counselors consult regularly with teachers to share information and receive feedback regarding the needs of students.

The lowest mean rating (3.36) was received by the program component "Individual Planning." This rating meant it occurred more than "sometimes" but not as often as "frequently." This component covers the following statements:

1) Counselors provide the opportunities for students to assess and evaluate their abilities, interests, skills and achievement.

2) Each student participates with their counselors and/or teachers in the development of a short and long-range plan that encompasses educational and career goals.

3) The counseling and guidance program includes provisions for assisting students with the transition from school to work, post-secondary education or training.

The remaining two program components were rated as occurring close to "frequently" within the counselor's schools.

"System Support" (3.78) was specified in the following statements:

1) Counseling and guidance activities are delivered and supported by students, parents, teachers, administrators and community

organizations and business people as well as by counseling staff.

2) Counselors are both encouraged and given time and support to update their professional knowledge and skills.

3) Counselors at this school attended or enrolled in in-service training, professional meetings and conferences, and post-graduate coursework.

"Guidance/Curriculum" (3.87) referred to the following statement:

1) The guidance program is structured so that students receive individual, group, and classroom instruction and guidance in such areas as personal and social growth and development, educational and occupational development and career development.

When responses to this question were analyzed by type of school and rural/urban districts, it was discovered that there were no major differences in the ratings given to these four major program components. The rankings were the same within all subgroups.

Percent of Time School Counselors Spend on Guidance and Counseling Program Components. Time spent on various work activities is another measure of the importance of different program components within the schools. To collect this information, a version of a Time and Task Analysis Log, originally developed in Missouri, was used (Gysbers and Henderson, 1988). Respondents were asked to estimate what percent of their work time, over the course of a school year, was spent on the following program components:

1) Curriculum (classroom activities, group activities.)

2) Individual Planning (advisement, assessment, placement, career-occupational exploration, four year plan development, etc.)

3) Responsive Services (consultation, individual and small group

counseling, crisis counseling, referrals, etc.)

4) System Support (research staff, community development, committee and advisory boards, community involvement, public relations, program management, operation, etc.)

5) Non-guidance Administrative/Clerical Activities (bus duty, lunchroom duty, playground duty, balancing class sizes, building master schedule, substitute teaching, figuring GPA's, figuring class rank, lunch break, etc.)

Means were calculated for all the time percents provided by respondents within each work component. The overall mean time percents are shown in Figure 9. The highest percent of school counselors' time was spent on "Responsive Services" (40%). The lowest percent of time was spent on "System Support" (9%). Almost one-fifth (19%) of school counselors' time was spent on "Non-guidance Activities."

When the mean time percents are viewed separately by the urban districts and the rural districts, some obvious similarities and differences emerge (Figure 10). Although "Responsive Services" remained the highest time percent, this varied from 34% in Clark to 49% in Washoe. Time spent on "Non-guidance Activities" ranged from 29% in Clark, to 14% in Rural Districts to 9% in Washoe. "Curriculum" activities received the least amount of time in Clark; "Individual Planning" activities received the least amount of time in Washoe.

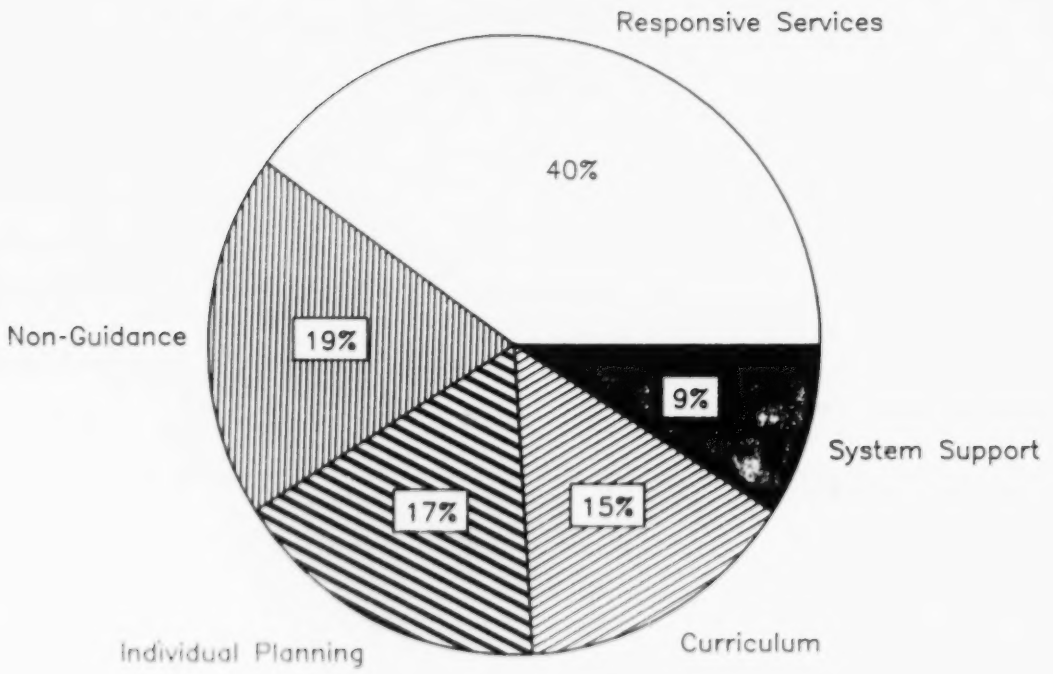
Some interesting findings occurred when the results of the Time and Task Analysis Log were analyzed by type of school.

Time spent on "Responsive Services" and "Curriculum" activities was highest for elementary school counselors, but decreased as the school level increased.

Figure 9

Mean Percent of Time School Counselors Spend on Different Program Components

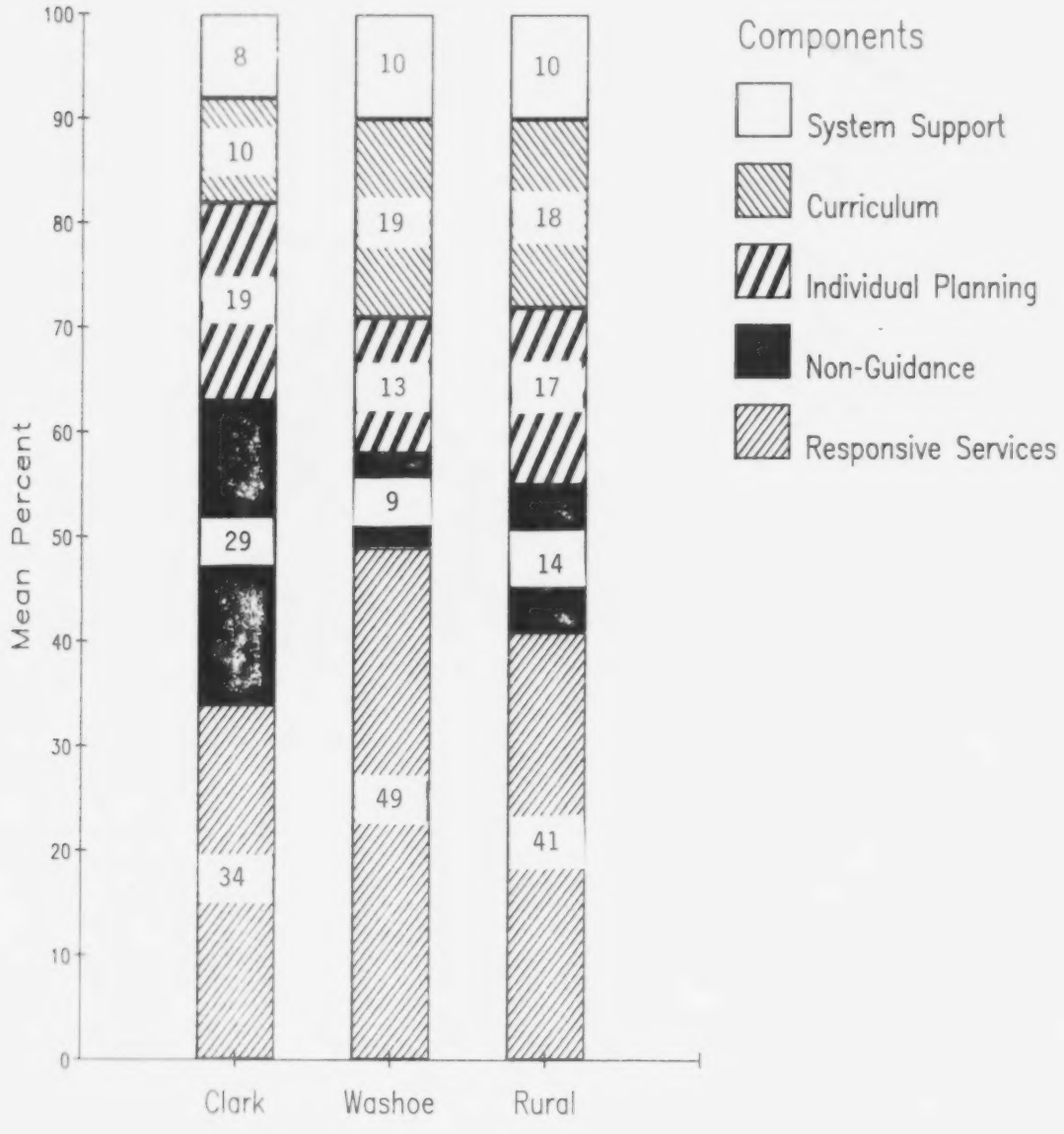
(N= 198)•



• 25 No Responses

Figure 10

Mean Percent of Time School Counselors Spend on Program Components by Region



(Clark: N=87; Washoe: N=53; Rural: N=58)

Time spent on "Individual Planning" and "Non-guidance Activities" was lowest for elementary school counselors, but increased for middle/junior high counselors and increased even more for senior high school counselors. However, "System Support" was consistently low for all types of schools.

A Comparison of Recommended (Desired) Use of Counselors' Time With the Reported (Actual) Use of Counselors' Time in Nevada. Model Comprehensive Guidance Programs developed in San Antonio, Texas and Columbia, Missouri have, via numerous two through five year pilot studies, determined recommendations for the most efficient use of school counselors' time based on the four major program components of guidance (Gysbers and Henderson, 1988). As can be seen in Table 12, use of time by Nevada School counselors is less than the recommended in the areas of Curriculum and Individual Planning. Nevada's school counselors report spending more than the Missouri/Texas recommended time on Responsive Services and Non-Guidance Activities. This suggests the following:

1. School counselors, particularly at the secondary level, are not regularly including preventative, proactive classroom guidance activities in order to reach all students.
2. School counselors at the elementary level report that they spend more than half of their time on one-on-one crisis counseling, (Responsive Services) indicating that they are able to reach a very limited number of students particularly considering the 600-900/1 elementary student-counselor ratios in Nevada.
3. Counselors at the secondary level are spending overall more than one-fourth of their time on non-guidance activities.

Table 12

Use Of School Counselors' Time In Regard To Program Components

Program Component	Recommended* Time %	Reported (Actual) Time % in Nevada
Curriculum		
Elementary	40	31
Middle School	30	16
High School	25	8
Individual Planning		
Elementary	25	4
Middle School	30	12
High School	30	23
Responsive Services		
Elementary	25	51
Middle School	25	40
High School	30	33
System Support		
Elementary	10	8
Middle School	15	8
High School	15	9
Non-Guidance Activities		
Elementary	0	5
Middle School	0	24
High School	0	27

*Northside Independent School District:
San Antonio, Texas 1988

Missouri Comprehensive Guidance Program:
Columbia, Missouri 1988

System Support

Evaluation of School Counseling and Guidance Personnel. The school administrator/principal was most frequently named as the person responsible for evaluating school counselors, although in some cases, other counselors, self-evaluations and others were also involved (see Table 13). Most commonly, school counselors were evaluated once a year (74%); however, 22% were evaluated more frequently, two to four times a year.

Methods of evaluation varied widely. The methods most commonly used were observations (40%), written evaluations (18%), interviews/conferences (16%) and evaluation forms/checklists (12%). Other methods, less frequently mentioned were: annual goal evaluation, same as teacher evaluation, input from Guidance Director and/or school administrator, district surveys (input from parents, students and teachers) and self assessment. Although most counselors listed only one method of evaluation, about 30% described the use of two or three methods in their schools, e.g., observation plus a conference/interview or observations plus written evaluations. When asked whether the evaluation form used was designed specifically for school counselors, only 33% responded "yes."

Physical Facilities. Most school counselors (88%) indicated that they had a private office (See Table 14). Those without a private office said they shared an office with one or more of the following: the school psychologist, vocational or other counselors, the registrar, consultants, the speech therapist, the vice-principal, the school nurse or secretaries. However, most of this group also said that the persons with whom they shared office space were there on alternate days.

Table 13

Responsibility for Evaluating School Guidance and Counseling Personnel

Persons Responsible	%*	n
Self	17	(38)
Counseling Staff	10	(23)
School Administrator	90	(200)
School Board	3	(7)
Other	15	(34)

*Total percent is more than 100%, as respondents were asked to check all that applied.

Table 14

Percent of School Guidance Counselors to Whom Various Facilities are Available
(N=223)

Facility	Counselors to Whom Available	
	%	n
Private Office	88	(197)
Conference Room	61	(135)
Waiting Room Area	44	(99)
Group Activity Room	43	(95)
Career Resource Center	40	(89)

In regard to other facilities, school counselors were most likely to have a conference room (61%). Waiting rooms (44%), group activity rooms (43%) and Career Resource Centers (40%) were less frequently available.

Support Staff. The majority of school counselors (63%) said that support staff were assigned to the guidance department. However it is of interest that 36% had no assigned support staff. When viewed by type of school, it is clear that most of those with no support staff were in elementary schools (see Table 15). The type of support staff was most frequently a secretary (named by 57%) and/or student aides (named by 49%). Very seldom were the services of parent volunteers or attendance officers assigned to work for school counselors.

Consultation With Other Personnel. Respondents were asked how often they worked with different types of personnel in carrying out counseling and guidance activities.

Overall school counselors worked most frequently with teachers and with administrators, followed by other counselors, other professionals and clerical personnel. "Other professionals" were specified as: psychologist, registrar, nurse, aides, special education teachers, school district personnel, community or state agency personnel, career technician and college/military recruiters. School counselors rarely worked with paraprofessionals or volunteers (see Table 16).

The same rank order regarding consultation with other personnel was retained when survey responses were divided by sub-group (type of school and rural/urban district). The exception was counselors at the high school level. For this group highest frequency of consultation was with "other counselors" followed by teachers, administrators and clerical

Table 15

Support Staff Assigned to Guidance and Counseling Programs by Type of School
(N=223)

Type of School	Yes, Support Staff Assigned	
	%	n
Elementary	13	(6)
Middle/Junior High	65	(35)
Senior High	92	(83)
Other	53	(17)
Total	63	(141)

Table 16

Mean Frequency With Which Counselors Work with Other Personnel
(in rank order)

Personnel	Mean Frequency
Teachers	4.22
Administrators	4.03
Other Counselors	3.71
Other Professionals (School Psychologists, Special Education teachers, Nurses, etc.)	3.56
Clerical	3.43
Paraprofessionals	2.53
Volunteers	2.41

Scale:
1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

staff. These results are not surprising as multiple counselors are more likely to be found in high schools than in elementary or middle schools.

Goals

Seven goal statements for counseling and guidance programs were presented in the questionnaire. Counselors were asked to respond in two ways to these statements. They were asked:

1) To indicate the extent to which they, as individuals, agreed with the goal statements and
2) To judge the extent to which their schools' counseling and guidance programs reflected these goals.

Results show that school counselors, as individuals, agreed with all goal statements except number 7, "Guidance is evaluated as to its effectiveness on student outcomes" about which they were neutral (See Table 17).

Similarly, counselors, on average, believed the first six goals were supported by their schools' counseling and guidance programs; only number 7 was judged to be slightly below the support level.

These results provide evidence that there is congruency between school counselors'goals and the goals that are reflected in the schools guidance and counseling programs.

Counselors' Opinions and Suggestions Regarding School Guidance and Counseling Programs

Current Issues

Nevada counselors were asked to rate (on a scale from 1 to 5) the degree to which they favor or do not favor four guidance and counseling

Table 17

Goals for Guidance and Counseling Programs: A Comparison of School Counselors' Beliefs and their Schools' Programs
(in Mean Scores)

Goal Statement	A Counselor Beliefs	B Reflection in School Programs
1. Guidance is a program for all students.	4.72	2.60
2. Guidance is an integral part of the educational process which supports and provides direction for other educational programs.	4.61	2.38
3. Guidance is a planned sequential program that enables students to develop to their full potential from grades K-12.	4.48	2.04
4. Guidance provides remediation and additional programs for students with special needs.	4.21	2.32
5. Guidance is a team relationship with students, parents, teachers, administrators, and the community working together.	4.58	2.44
6. Guidance is delivered through a variety of systems (i.e. instrucional, extra curricular, group and individual counseling by school staff, students, parents, and business and industry.)	4.48	2.30
7. Guidance is evaluated as to its effectiveness on student outcomes.	3.60	1.96

A Scale:
1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

B Scale:
1=not supported 2=support 3=strongly support

issues currently being discussed in the state. These issues involve:

1. providing school counselors in all elementary schools.
2. establishing a separate pupil personnel branch (consultants) in the State Department of Education to support counselors, nurses and school psychologists.
3. providing a defined student/counselor ratio for each type of school (elementary, secondary).
4. developing a course of study (state standards and guidelines) for comprehensive counseling and guidance programs.

Table 18 shows that school counselors favor all four of these proposals for change. Overall the highest mean rating (4.76) was given to "provide school counselors in all elementary schools." The second highest mean rating (4.59) was to "provide a defined student/counselor ratio for each type of school."

There are some variations in the ratings by district and by type of school. In Clark County high school, middle school and junior high counselors gave their highest mean rating to "a defined student/counselor ratio for each type of school" and their second highest rating to "school counselors in all elementary schools." The highest possible favorable rating (5.00) was provided for "school counselors in all elementary schools" by Clark County elementary, Washoe middle/junior high and rural elementary and high school counselors.

Professional Development for Counselors

Respondents were asked, "To what extent are school counselors provided with or encouraged to participate in professional development activities?" They were also asked to comment on the viability of Professional Development Centers (PDCs) providing professional

Table 18

The Degree To Which Nevada School Guidance Counselors Favor Current Proposals for Change
(in rank order)

Proposals	Mean Scores
The Provision of Counselors in All Elementary Schools	4.76
Defined Student/Counselor Ratios for Each Type of School	4.59
A Course of Study for Comprehensive Guidance and Counseling Programs	4.28
A Separate Pupil Personnel Branch in the Department of Education	4.16

Scale from 1 to 5
1=definitely do not favor
5=definitely favor

development for counselors.

Of the 157 free responses to these questions, 27% said they were encouraged to obtain professional development. Programs are available and release time is provided. However, 30% were less than satisfied with their professional development opportunities and/or the degree of support provided to take advantage of such opportunities. Among this group 21 respondents said they receive little or no encouragement to participate in such activities, 27 said they had some opportunities and support, but not enough. A frequently mentioned complaint was that the work load was so great that they did not often feel they could take advantage of programs/materials even when offered. Those in rural areas also mentioned the travel time to professional development events as a problem for them.

The possible viability of Professional Development Centers providing professional development for counselors elicited a wide range of opinions. Approximately 17% of those responding indicated that the PDC is not appropriate for counselors as it is geared to classroom teacher effectiveness. Some felt that the PDC as currently organized is "reluctant" to include counselors. Others mentioned that they do not offer the kinds of specific training needed by counselors today, e.g., drugs, alcohol and AIDS education. However, 29% believe the PDC would be an excellent means of providing professional development for counselors if geared to their needs or if they had their own center. Other respondents (approximately 19%) did not think the PDC is the best way to meet counselors' needs. Professional Development Centers are not available to all counselors, they are not established in every district. Also, these persons felt strongly that counselors need their

own coordinators and consultants to provide training and professional development. More counseling in-service and professional conferences were recommended. A specific suggestion was for counseling teams to provide in-service either within a district or within neighboring districts.

Licensing Requirements for School Counselors

Next, respondents were asked "What changes, if any, would you suggest be made to the current licensing requirements for school counselors?" Of the 223 counselors participating in the survey, 159 (71%) wrote free responses to this question.

Approximately 10% said they would suggest no changes. They agree with the present requirements. Another 10% did not know what changes to suggest. Most of the suggestions for changes in the requirements that were offered consisted of more practical field experiences and/or specific kinds of courses. Approximately 24% of these responding favor more practical kinds of experience in the field. These included:

1. School counselor practicum in schools/in school counselor's office.
2. Teaching experience in the classroom.
3. Experience in community agencies, in private sector.

The recommendations (from 27% of the respondents) that certain courses be required included:

1. Courses in special areas of current concern, e.g., sex education, suicide, drug and alcohol abuse, and death.
2. Courses generally considered closely related to counseling e.g. growth and development, parental involvement, working with teachers, community services agencies, and family counseling.

3. Other courses such as special education, discipline, system perspectives, structure and supervision of guidance and counseling programs, computers, ethnic values, and social work referral skills.

In addition, a variety of different suggestions were listed by only one, two or three persons each. Some of these were:

- provide a way for people with M.A.'s in other field to obtain an M.A. in counseling without taking 48 credits.
- courses/experience should weigh more heavily than an M.A.
- school counseling should be a separate preparation program.
- rural districts need special consideration because of their difficulty in finding counselors.
- there should be a screening process for counseling students so that those that are inappropriate will not go into the field.
- a "master school counselor" should supervise a beginner's work.
- there is no need to differentiate the licensing for counselors working on different levels.
- work at the master's level should include only counseling courses, not education.
- elementary counselors should study child development.
- training in record keeping, scheduling, and computer duties should be required.

Evaluation of School Counselors

School counselors were asked to respond to two questions related to evaluation:

1. Is it appropriate for counselors to be evaluated on criteria established for classroom teachers?

2. On what criteria do you believe counselors should be evaluated?

Approximately 78% of all respondents wrote answers to one or both of these questions.

A slight majority (53%) of those responding said "No" very clearly to the question of the appropriateness of counselors being evaluated on the same criteria as classroom teachers. Approximately 9% were not completely opposed to the use of these criteria. Some of these respondents felt the classroom teacher criteria were appropriate; others said they were partially applicable. Approximately 8% indicated that they had no problems, that the criteria used in their evaluations were fair.

In regard to what criteria should be used to evaluate counselors, the responses most commonly fell into the following categories:

Criteria Appropriate to the Counselor's Role (24%, 42). Student, parent and staff contacts. Frequency and effectiveness of relating. Helping/meeting the needs of students. Number of activities. Program initiative. Counseling skills, consultation skills. Visability in the schools. Classroom presentations. Referrals.

Overall Performance (13%, 22). Broad-based knowledge, constant updating. Professional attitude/service. Help school achieve overall goals of education. Community relations. Goal setting. Management/time allotment. Specialist in issue/situation. Rapport with all. Interest in students. Include all responsibilities which may vary through the year.

Data Processing, Paper Work (transcripts, grades, registration), Clerical Work, Testing Skills (4%, 6).

Many other comments in response to this question discussed how

specific criteria and evaluation forms should be developed. The most striking thing about these responses is the obvious lack of consensus among respondents. Out of 59 responses, the highest number of mentions was 24 for "very difficult, but should be based on the job description of primary responsibilities and objectives." Some of the other comments were:

- Criteria should be developed by counselors for counselors.
- Criteria should parallel outcomes of the guidance and counseling program, with provisions for extra demands.
- Counselor evaluation forms are already available in Clark, Douglas, etc.
- Job descriptions/criteria should be developed/approved by Counselors' Association.
- There should be different counselor evaluation forms for counselors with different responsibilities.
- Counselors should be evaluated on the goals and objectives mutually agreed to by counselors and administrators or by counselors, administrators, students, teachers, and parents.
- The criteria/evaluation should be based on facts, be objective.
- Criteria need to be developed that are consistent with licensing requirements.
- A uniform counselor evaluation form should be set up.
- There is a need to do a study to obtain recommendations for criteria.
- Evaluation should be based on the philosophy of the state and the district.
- Criteria should be a combination of counselor's personal goals

and established counselor competencies.

Still other comments dealt with who should be responsible for evaluating school counselors. Once again, there were a number of different ideas, but little consensus. These ideas included: interviews or feedback from students and teachers with whom counselors work, evaluation only by persons knowledgeable about counseling and about the program and evaluations from multiple sources, e.g. self, principal, and Guidance Director.

Restrictions on Job Performance

The final question to which school counselors were asked to respond was:

> "Most of us experience restrictions of one kind or another in our work situation which prevent us from doing the job as we would like to. What changes would be necessary in your work situation in order to make your job more ideal?"

Approximately 81% of our respondents wrote answers to this question.

The highest frequency responses, in rank order, were:

- Less paperwork, more clerical assistance. (40%, 72)
- Reduced load (number of students, number of schools). Obtain more paraprofessionals or adult school aides. Allow more time to work with students. (39%, 70)
- Improved physical facilities and equipment, larger budget. (20%, 36)
- Elimination of lunchroom and other policing duties, extra curricular duties, administrative duties, test monitoring. (14%, 25)

- Increased support, understanding, better relations with teachers and administrators. (11%, 20)

A number of other suggestions for changes within the organization of the school or the district or the state were mentioned by fewer persons.

There is little doubt that the first priority for Nevada school counselors' improved job performance, based upon their own perceptions, is to reduce the work load. This could be accomplished by providing more counselors, in addition to more assistance in the form of clerical staff, paraprofessionals or adult school aides.

Summary and Conclusions

Nevada's school guidance counselors are predominantly female (61%), Caucasian (88%) and over the age of 40 (71%). Their work locations correspond to the prevalence of school-aged children in different parts of the state, with the majority (74%) found in the urban school districts of Clark and Washoe. By type of school, the highest percent (40%) work in senior high schools; however school counselors can be found in all types of schools and some individuals work in two or three different types of schools. Overall, school counselors are most likely to be assigned between 300 and 600 students. However, among just elementary school counselors, 62% serve over 600 students.

Our respondents have varied backgrounds in terms of undergraduate majors. Most have master's degrees in counseling. Approximately 75% received their undergraduate education outside Nevada; 44% earned their master's degrees out of state. The great majority gave high ratings to

the quality of their formal preparation program to become counselors. When the entire respondent group is considered, the most commonly held Nevada endorsements were, in rank order: 1) Secondary Counselor 2) Secondary Teacher 3) K-12 Counselor and 4) Elementary Counselor. Slightly over one-fourth of Nevada's counselors have been or are licensed to work as school counselors in other states.

Respondents' mean number of years of experience as a school counselor in Nevada is "9." This result may seem low given that Nevada school counselors tend to be older. However it can be accounted for by the fact that the great majority have had other types of work experiences. Most (89%) have previously been classroom teachers, 39% have been counselors in non-school settings, and 56% have worked in fields other than education or counseling. One might infer that these experiences would add to the school counselor's effectiveness in terms of working with teachers and other school personnel and in terms of an awareness of the available community resources. Almost all counselors said they plan to continue working as counselors in schools for the remainder of their careers.

In regard to professional activities, Nevada school guidance counselors indicated very high membership rates (90%) in local/state/regional counselor associations and in national counselor associations (76%) and high attendance rates (78%) at professional conferences. Some reasons for the high participation in these activities may be the following:

1. There are few counselors, and in many cases only one, in a single school. Therefore, school counselors need counselor associations for support and networking.

2. With no established state guidelines for guidance and counseling programs, counselors depend upon the counselor associations for discussions of issues and trends in the field.
3. Participation in conferences and counselor associations has been strongly supported by the Department of Education in recent years.

Between 30 and 40% of school counselors have also participated in other kinds of professional activities such as being members of committees or advisory boards, coordinators of counselors, and committees or advisory boards, coordinators of counselors, and instructors of in-service or community college courses.

Of the four major program components in a comprehensive guidance and counseling program, Nevada school counselors rated the activities under "Responsive Services" (crisis or demand counseling) as occurring most frequently in their programs. Next most frequently occurring were "Guidance Curriculum" (classroom or group instruction on guidance topics) and "System Support" (e.g., professional development, program planning); least frequently occurring were "Individual Planning" (e.g. four-year high-school planning, test interpretation) activities. Counselors were also asked to estimate the percent of their work time spent on activities falling under each of the four major program components and the percent of their time spent on non-guidance (e.g. clerical, administrative) duties. On average, 40% of the school counselors' time was spent on "Responsive Services" activities and 19% was spent on non-guidance duties. This left relatively little time for "Guidance Curriculum", "Individual Planning", or "System Support."

These results are in contrast to the recommendations of model comprehensive guidance programs in Texas and Missouri (Gysbers and

Henderson, 1988) which suggest that 25%-30% of the program time be spent on "Responsive Services", 25%-40% be spent on "Guidance Curriculum", 25%-30% on "Individual Planning" and 10%-15% on "System Support."*

In regard to physical facilities, most school counselors reported that they have private offices and the majority also have a conference room available. However, less than half have a waiting room, a group activity room, or a career resource center. The majority of school counselors indicated that some support staff were assigned to their program, however, 36% reported no support staff. Most of the latter were elementary school counselors.

In carrying out their guidance and counseling responsibilities, our respondents said that they worked most frequently with other teachers and administrators and next most frequently with other counselors, other school professionals, and with clerical staff. These findings show the school counselor to be an integral part of the school, working with all personnel. It was also found that school counselors seldom utilized paraprofessionals or volunteers (parents or others) in their work; these results may be due to budget constraints in hiring paraprofessionals and to the fact that parent involvement is seldom included as an essential component of the secondary educational program.

The evaluation of school counselors was most often conducted by the school administrators, usually once a year. In most cases the evaluation form used was not developed specifically for counselors.

*Percentages are dependent upon type of school setting: elementary, middle/junior high or high school.

Methods of evaluation varied widely, probably due to the fact that there is no consistent guidance program district or statewide.

Ratings of agreement/support for a list of guidance and counseling program goals revealed a high degree of congruency between school counselors' goals for guidance and counseling programs and the extent to which their schools' programs reflect these goals. The only goal statement not strongly supported by either counselors or school programs was, "Guidance is evaluated as to its effectiveness on student outcomes." Possibly school counselors are as yet unfamiliar with measuring outcomes and using these for program evaluation and program improvement, activities which are an essential part of a comprehensive guidance and counseling program.

School guidance counselors were definitely in favor of the proposals for changes in the school guidance programs within the state. Their highest overall ratings were for:

1. Providing school counselors in all elementary schools and
2. Providing a defined student/counselor ratio for each type of school.

High percentage responses to four open-ended questions yielded the following results:

1. Professional Development for Counselors

Counselors were less than satisfied with their professional development opportunities and the degree of support provided to take advantage of such opportunities. Counselors like the PDC concept but indicated that major changes in these centers would be necessary if the needs of counselors were to be met.

2. Licensing Requirements for School Counselors

Most suggestions for changes in licensing requirements fell under:

a. More comprehensive experiences in schools, in community agencies or

b. Specific kinds of courses which should be added such as drug and alcohol abuse, sex education parental involvement, family counseling, special education, and career and occupational education.

3. Evaluation of School Counselors

There was a definite lack of consensus among respondents regarding what evaluation criteria should be used, who should develop the criteria and the evaluation forms, and who should be responsible for the evaluation of school counselors.

4. Restrictions on Job Performance

The highest responses to changes necessary in order to improve job performance were:

a. Less paperwork, more clerical assistance and

b. Reduced load (number of students and number of schools).

It is clear that school counselors are asking for more support staff (clerical, paraprofessional, adult aides) for all counselors and for additional counselors, particularly at the elementary level, in order for guidance and counseling programs to be able to meet the goal of serving all students.

Recommendations

The results of this study suggest the following recommendations:

Since guidance and counseling personnel in Nevada are predominately female, Caucasian and older, it is recommended that efforts be made by the state universities (UNR and UNLV), state professional counselor organizations and local school districts to recruit more male, minority and younger candidates as school counselors. This would assist in providing the demographic balance needed in a public school system that continues to serve an increasingly diverse student population.

In order to assure that guidance and counseling is a program for all students, action could be taken to establish appropriate student/counselor ratios. Sixty-two percent (62%) of elementary school counselors are assigned over 600 students and 32% are assigned over 900 students. Students who are at-risk at the elementary level particularly need guidance and counseling programs in order to help prevent problems (e.g., dropping out of school, substance abuse, low self-esteem) in their later school years.

The University of Nevada System (UNS) would do well to promote school counseling as a professional choice among its students. Seventy-five percent (75%) of Nevada's school counselors received their undergraduate degrees out-of-state and 44% received their masters degrees out-of-state. As more school counselors are needed in Nevada, particularly at the elementary school level, the UNS school counselor recruitment program becomes critical.

This study indicates that school counselors spend almost 1/5 of their time on "Non-guidance" (clerical, administrative) activities and

40% of their time on "Responsive Services" (one-on-one individual and crisis counseling). These results suggest that school counselors' time is frequently being poorly utilized if guidance and counseling is to be a program for all students. The recommendation is that district and statewide K-12 comprehensive guidance programs could provide guidelines and standards regarding the amount of counselors' time which should be spent on a "Guidance Curriculum" (personal, social, educational, career development) delivered to all students as well as "Systems Support" (professional development, parent and community out-reach).

Only 1/3 (33%) of Nevada's school counselors are being evaluated on criteria specifically designed for guidance and counseling personnel. Another of the study's findings indicates that the guidance program is not being evaluated based upon student outcomes (competencies). As consistent comprehensive guidance and counseling programs are developed throughout the state, evaluative criteria for **both** the school counselor and the guidance program, based on student needs and outcomes (competencies) should also be developed.

Based on responses from the study, it is recommended that professional development activities specifically designed for school counselors be promoted in all districts or consortia of districts. These activities could range from separate guidance and counseling professional development centers (PDC's) taught by PDC trainers who are "master school counselors" to inservice workshops, etc.

Four guidance and counseling issues currently being discussed in the state are supported by Nevada's school counselors. These issues are:

1. The provision of counselors in all elementary schools

2. Defined student/counselor ratios for each type of school
3. A K-12 Course of Study for comprehensive guidance and counseling
4. A separate pupil personnel Branch in the Department of Education.

REFERENCES

Gibson, R.L. (1979. The assessment of competencies for a comprehensive delivery system of guidance (Final Report). Bloomington: Indiana University, Indiana University Foundation.

Gunderson, M., & Moore, J. (1983). Elementary school guidance curriculum grades K-6 (Georgia Comprehensive Guidance Series). Atlanta, Ga: Georgia State Department of Education and the University of Georgia.(ERIC Document Reproduction Service No. ED 236 520)

Gysbers, N. (1979). Improving career guidance: imperatives for the 80's. Vocational Education. 54 (7), 18-20.

Gysbers, N., & Henderson, P. (1988). Developing and managing your school guidance program. Alexandria, Va: American Association for Counseling Development (AACD).

Illinois University & Urbana Department of Vocational and Technical Education.(1979). Implementation of systematic planning for comprehensive programs of guidance, counseling, placement and follow-through (Phase Two, Final Report). Springfield: Illinois State Office of Education. (ERIC Document Reproduction Service No. ED 179 699)

Monroe, V. (1981). Guidance curriculum methods for secondary schools (Georgia Comprehensive Guidance Series). Atlanta, GA: Georgia State Department of Education. (ERIC Document Reproduction Service No. ED 222 794)

The National Association of State Career Development/Guidance Supervisors. (1989). Peer review system for identifying most nearly comprehensive career guidance and counseling programs. Unpublished manuscript. Washington, DC: United States Department of Education/State Guidance Supervisors.

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for education reform. Washington, DC: Author.

National Occupational Information Coordinating Committee. (1988). National career guidance and counseling guidelines. Washington, DC: Author.

Nevada State Board of Education. (1988). Career and occupational guidance and counseling course of study. Unpublished manuscript. Carson City, NV: Nevada Department of Education.

Sandlin, B.E. (1976). Elementary guidance in Oklahoma: A tentative handbook. Oklahoma City: Oklahoma State Department of Education. (ERIC Document Reproduction Service No. ED 184 028)

Stefkovich, J. (1980). Guidelines for comprehensive guidance and counseling services. Trenton, NJ: New Jersey State Department of Education. (ERIC Document Reproduction Service No. ED 193 551)

Waltz, G. (1984). Counseling and educational excellence: A response to a nation at risk (An information Digest). Ann Arbor: University of Michigan. (ERIC/CAPS)

APPENDIX A

The Questionnaire

(1-3)__ __ __

Survey of School Counseling and Guidance Programs

General Instructions: This survey is being administered as a joint project between the State Department of Education and the Research and Educational Planning Center at the University of Nevada-Reno. We are gathering information on the various school counseling and guidance programs in place in the state of Nevada. We are asking all school counselors to complete this survey so that we can have updated and accurate information regarding these programs. Most of the questions can be answered by circling the appropriate number, next to the one best answer. Other types of responses (such as multiple or written) will be clearly indicated. We appreciate you taking the time to complete this survey. Please disregard numbers in parentheses. They are for purposes of data processing only.

I. PERSONAL DATA

1. Please check all those that apply to you.

(4)
1 Male
2 Female

(5)
1 Caucasian (Non-Hispanic)
2 Black
3 Asian/Pacific Islander
4 Hispanic
5 Native American Indian
6 Other, please specify_____

(6)
1 20-25 years of age
2 26-30
3 31-35
4 36-40
5 41-45
6 46-50
7 51-55
8 56-60
9 61 or older

II. CURRENT COUNSELING AND GUIDANCE SITUATION

1. In what type of school are you presently a counselor?

(7)
1 Elementary School
2 Middle School
3 Junior High School
4 Senior High School
5 K-8
6 Combined junior/senior high school
7 Sixth grade center
8 Other: please specify_____

2. Are you a counselor in a rural or urban school district (only Carson City, Clark and Washoe counties are classified as urban)?

(8) 1 Rural
2 Urban

If urban, do you work in a rural school located within an urban district?

(9) 1 Yes
2 No

(10) County in which you are employed?_____
School (optional)_____

3. How would you describe the socio-economic background of most of the students in your school?

(11) 1 Predominantly low
2 Predominantly middle
3 Predominantly high
4 A mix of different socio-economic levels, no one predominant
5 Don't know; not sure

4. How many students do you directly serve or have responsibility for?

(12-14) _____

5. How are these students assigned to you? (e.g. alphabet, class)

(15) _____

6. Does your school assign responsibilities for special student populations (i.e., college bound, special education, at-risk, occupational/vocational, ESL) to particular counselors?

(16-17) 1 Yes
2 No

If yes, which special populations are assigned to you? _____
_____

7. In addition, to your counseling assignment do you currently teach any courses?

(18) 1 Yes
2 No

If so, list the name of the course and the size of the class:

(19-27) Course _____ Size of Class
_____
_____
_____

III. EDUCATIONAL BACKGROUND

1. What degrees do you presently hold? Circle and complete all that apply.

(28-39)	Degree	Areas of Concentration	Year Completed
1	Bachelor's degree	_____	_____
2	Master's degree	_____	_____
3	Specialist's degree	_____	_____
4	Doctoral degree	_____	_____

2. Where did you do your undergraduate work?

(40)
1 UNR
2 UNLV
3 Other: please specify school and state.
_____, _____

3. Where did you obtain your Master's Degree?

(41)
1 UNR
2 UNLV
3 Other: please specify school and state.
_____, _____

4. As reflected on your undergraduate transcript, in what area (s) did you complete a major or minor or their equivalents Circle one.

(42)
1 In a basic academic subject area (e. g. math, English, science)?
2 In the social sciences (e. g. psychology, child development, sociology)
3 In vocational education and a subject matter area
4 In education and a subject matter area
5 Other (please specify)_____

What was your major or area of concentration?

(43) _____

5. Are you planning to complete any degrees in the future? If so, in what areas of concentration? Circle and complete all that apply.

(44-51)	Degree	Area of Concentration
1	Master's degree	_____
2	Specialist's	_____
3	Doctoral	_____
4	none	_____

6. Are you planning to remain in the educational field?

(52)
1 Yes
2 No

(53) If yes, in what capacity?_____

(54) If no, are you considering any other career options outside the educational field?_____

7. How would you describe the quality of the school counselor preparation program you completed? Circle the one best answer.

(55)
1 excellent; prepared me very well for my first counseling assignment.
2 good; for the most part I was well-prepared to begin my first counseling assignment.
3 adequate; I received the essentials.
4 mediocre; left too much to be learned on the job.
5 poor; almost a total waste of time.

Comments (optional)

(56) _____

8. Which particular experiences or courses in your formal preparation were most helpful in assisting you to be an effective counselor in your current situation? Please list these:

(57) _____

_____

9. Which particular experiences or courses in your formal preparation were least helpful in assisting you to be an effective counselor in your current situation? Please list these:

(58) _____

_____

IV. LICENSURE STATUS

1. Which of the following Nevada licenses do you presently hold? Circle all that apply.

(59-70)
1 Elementary, Teacher
2 Secondary, Teacher
3 Elementary, Counselor

Special*:

4 Secondary, Counselor
5 Counselor
6 Administrator
7 K - 12 Teacher
8 (other)_____

*Note: "Special" includes administrator, counselor, librarian, school nurse, school psychologist, social worker, staff specialist, and teachers of art, music, library science, industrial arts, and physical education in grades K-12.

2. Do you hold an occupational endorsement in the State of Nevada?

(71)
1 Yes
2 No

(72) If yes, please list.

_____

3. Have you ever been licensed to work as a school counselor in another state?

(73) 1 Yes
2 No

(74-80) If yes, please specify.

State	Type of License/Endorsement
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Have any of the licensing or relicensing regulations in the State of Nevada been difficult for you to meet?

(81) 1 Yes
2 No

(82) If yes, please explain.

_____
_____
_____

V. PROFESSIONAL CAREER ACTIVITIES

1. (83-84) How many years of school counseling will you have completed at the end of this academic year?_____

(Include all experience, both in Nevada and elsewhere)

2. (85-86) How many of those years have been in Nevada?_____

3. Have you ever worked as a counselor in settings other than schools?

(87-88) 1 Yes
2 No

If yes, what setting?_____For how long?_____

4. Were you a classroom teacher before becoming a school counselor?

(89) 1 Yes
2 No

(90-91) If yes, how many years did you teach? _____

(92-97) Grade Level(s) _____ Subject(s)_____
_____ _____
_____ _____

5. Have you had any careers that have not been in education or counseling?

(98) 1 Yes
2 No

6. During the last five years, or the number of years you have been counseling if fewer than five, what kinds of credit have you completed for professional development? Circle all that apply.

(99-106)
1 in-service coursework
2 continuing education (including conferences)
3 correspondence study
4 university coursework in education
5 university coursework in counseling-related areas
6 community college coursework
7 National Board of Certified Counselors (NBCC)
8 other; describe_____
9 No

(107) PLEASE UNDERLINE THE OPTION ABOVE IN WHICH YOU HAVE TAKEN THE MOST CREDITS

7. Circle as many of the following professional activities in which you have been involved at any time during your career as a school counselor.

(108-116)
1 membership in a national counseling and development or school counselor's association
2 membership in a local, state, or regional counselor's association
3 elected officer in a counselor association
4 member of a counseling and guidance planning/evaluation committee
5 member of advisory board for community organization(s) or social service agency
6 instructor for school district in-service course or community college course
7 coordination of or supervisor for one or more counselors (including counseling interns)
8 department chairperson
9 attending professional conferences
0 other, please specify_____

VI. COUNSELING AND GUIDANCE PROGRAM ELEMENTS:

1. Please indicate the extent to which the following occur as part of the counseling and guidance program in your school setting.

1=not at all, 2=rarely, 3=sometimes,
4=frequently, 5=most of the time, 9=no basis

(117-128) 1. The guidance program is structured so that students receive individual, group, and classroom instruction and guidance in such areas as personal and social growth and development, educational and occupational development, and career development.
1 2 3 4 5 9

2. Counselors provide the opportunities for students to assess and evaluate their abilities, interests, skills and achievement.
1 2 3 4 5 9

3. Each student participates with their counselors and/or teachers in the development of a short and long-range plan that encompasses educational and career goals.
1 2 3 4 5 9

4. Counseling and guidance activities are delivered and supported by students, parents, teachers, administrators and community organizations and business people as well as by the counseling staff.
1 2 3 4 5 9

5. The counseling and guidance program includes provisions for assisting students with the transition from school to work, post-secondary education or training.
1 2 3 4 5 9

6. Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help individual students.
1 2 3 4 5 9

7. Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.
1 2 3 4 5 9

8. Counseling and support are provided to students and their families facing emergency situations.
1 2 3 4 5 9

9. Counselors use referral sources to deal with crises such as suicide, violence, abuse, chemical dependency and terminal illness.
1 2 3 4 5 9

10. Counselors are both encouraged and given time and support to update their professional knowledge and skills.
1 2 3 4 5 9

11. Counselors at this school attend or enroll in in-service training, professional meetings and conferences, and post-graduate coursework.
1 2 3 4 5 9

12. Counselors regularly consult with teachers to share information and receive feedback regarding the needs of students.
1 2 3 4 5 9

2. Indicate (using percentages totaling 100%) how much of <u>your</u> time is spent on each of the following activities over the course of an <u>entire</u> school year: (see next page)

TIME AND TASK ANALYSIS LOG
(Partial Log Shown)

	Curriculum	Individual Planning	Responsive Services	System Support	Nonguidance Administrative /Clerical Activities
		Examples of Activities			
(129-138)	Classroom Activities, Group Activities	Advisement, Assessment, Placement, Career Occupational Exploration, Four-Year Plan Development	Consultation, Personal Counseling, Small Groups, Individual Counseling, Crisis Counseling, Referral	Research, Staff/ Community Development, Curriculum Development, Professional Development, Committee/ Advisory Boards, Community Involvement/ PR, Program Management/ Operation	Bus Duty Lunchroom Duty, Playground Duty, Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring GPA's, Figuring Class Rank, Lunch Break
% of time	+	+	+	+	=100%

Please add to any of the five categories on the list below the other activities you perform in your current counseling job.

(139-188) Curriculum	Individual Planning	Responsive Services	System Support	Nonguidance Administrative/ Clerical Activities

VII. SYSTEM SUPPORT FOR COUNSELING & GUIDANCE ACTIVITIES

1. **Who is responsible for evaluating counseling and guidance personnel at your school? Circle all that apply.**

(189)
1 self
2 counseling staff
3 school administrator/principal
4 School Board
5 other:_____

2. How often are school counselors evaluated in your school? Circle one.

(190) 0 1 2 3 4 times per year.

3. Describe the method used to evaluate counselors in your school?

(19.)_____
_____

4. Is the evaluation form in your school used specifically for school counselors?

(192) 1 Yes
2 No

5. Where in the school are you/the counseling offices physically located?

(193)_____
_____

6. Do you have a private office?

(194)1 Yes
2 No

If no, do you share an office with other personnel?

(195-196)1 Yes
2 No Please explain:_____
_____
_____

7. What other facilities are available for counseling and guidance program activities? Circle all that apply.

(197-200) 1 Conference Room (for privacy)
2 Group Room (for small group activities)
3 Career Resource Center
4 Waiting Room/area

8. Do you have support staff that are assigned to the guidance department?

(201)1 Yes
2 No

If yes, circle all that apply and indicate the number of hours per week they are assigned to you.

(202-213)

	Number of Hours
1 student aides	_____
2 parent volunteers	_____
3 secretary	_____
4 attendance officers	_____

9. How often do you work with each of the following school or community personnel in carrying out your counseling and guidance activities? Please circle the number that best applies.

1=not at all
2=rarely
3=sometimes
4=frequently
5=most of the time

(214-221)	1	administrator (s)	1	2	3	4	5
	2	teacher(s)	1	2	3	4	5
	3	other counselor(s)	1	2	3	4	5
	4	clerical	1	2	3	4	5
	5	paraprofessionals	1	2	3	4	5
	6	volunteers (students and parents)	1	2	3	4	5
	7	None	1	2	3	4	5
	8	Other:_____	1	2	3	4	5

(222) UNDERLINE THE ONE ABOVE WITH WHOM YOU MOST FREQUENTLY WORK.

10. Does the counseling and guidance program at your school have a separate budget?

(223) 1 Yes
2 No
3 Don't know

VIII. PHILOSOPHY OF SCHOOL COUNSELING AND GUIDANCE PROGRAMS

For each statement on the following page, circle the number that corresponds with 1) self: the extent to which you agree with the statement..., as a goal for counseling and guidance programs, and 2) your school's program: the extent to which your school's counseling and guidance program reflects this goal.

Self
1=strongly disagree
2=disagree
3=neutral
4=agree
5=strongly agree

Program
1=not supported
2=support
3=strongly support

	Self	Program
1. Guidance is a program for all students.	1 2 3 4 5	1 2 3
2. Guidance is an integral part of the education process which supports and provides direction for other educational programs.	1 2 3 4 5	1 2 3
3. Guidance is a planned, sequential program that enables students to develop to their full potential from grades K-12.	1 2 3 4 5	1 2 3

4.	Guidance provides remediation and additional programs for students with special needs.	1 2 3 4 5	1 2 3
5.	Guidance is a team relationship with students, parents, teachers, administrators, and the community working together.	1 2 3 4 5	1 2 3
6.	Guidance is delivered through a variety of systems (i.e., instructional, extracurricular group and individual counseling) by school staff, students, parents and business and industry.	1 2 3 4 5	1 2 3
7.	Guidance is evaluated as to its effectiveness on student outcomes (i.e., student competencies).	1 2 3 4 5	1 2 3

Opinions/Suggestions

Please take a moment to respond briefly to the following questions on school counseling and guidance. We appreciate your open and candid remarks. Feel free to write on the back of pages 11 and 12.

A number of issues related to the effective delivery of counseling and guidance programs are currently being discussed. Some of the proposed changes are listed below. Please indicate the degree to which you favor or do not favor these changes.

	Definitely do Not Favor				Definitely Favor
a. Hiring and provision of school counselors in all elementary schools	1	2	3	4	5
Comments:					
b. A separate pupil personnel services branch (consultants) in the State Department of Education to support counselors, nurses, and school psychologists	1	2	3	4	5
Comments:					
c. A defined student/counselor ratio for each type of school (elementary, secondary)	1	2	3	4	5
Comments:					

d. A course of study (i.e., state standards and guidelines) for comprehensive counseling and guidance programs 1 2 3 4 5

Comments:

2. Many new requirements have been added to the school's instructional and guidance responsibilities (e.g. drug prevention programs, sex and AIDS education, developing transition plans for special needs students). These often overlap with the school counselor's roles and responsibilities and require such personnel to update their skills and reorganize their services. To what extent are school counselors provided with or encouraged to participate in professional development activities? If you are familiar with your districts' Professional Development Center(s), comment on whether you see this structure (or one similar to it) as a viable means of providing professional development for counselors.

3. Currently school counselors are required to possess a masters degree in counseling, with some of those units specified in particular school/educational areas. What changes, if any, would you suggest be made to the current licensing requirements for school counselors?

4. Quite often counselors are evaluated on criteria established for classroom teachers. Is this appropriate? If not, on what criteria do you believe counselors should be evaluated?

5. Most of us experience restrictions of one kind or another in our work situations which prevent us from doing the job as we would like to. What changes would be necessary in your work situation in order to make your job more ideal? (continue on to next page, please)

Thank you for your time and cooperation in completing this survey. A brief summary of the results of this survey will be made available upon request. Please contact:

Dr. Mary Snow
Nevada State
Department of Education
885-3130

or

Dr. Deborah Loesch-Griffin
University of Nevada-Reno
Research & Educational
Planning Center
784-4921

APPENDIX B

School Counselors in Nevada 1988-89

Table B-1

School Counselors in Nevada 1988-89*

District	Enrollment	Number of Counselors By School Assignment							
		County-Wide	Elem	6th Grade Center	Middle Jr. High	High School	Jr./Sr. High	Other**	Total
Carson City	5,759		4		4	3			11
Churchill	3,314		2		2	3			7
Clark	105,151		15	6	41	74	1	13	150
Douglas	4,847		5		3	4			12
Elko	6,346		3		2	6			11
Esmeralda	161								0
Eureka	255	1							1
Humboldt	2,551				1	3			4
Lander	1,336		1			1			2
Lincoln	972						3		3
Lyon	3,706		3		2	3	1		9
Mineral	1,150		1			1			2
Nye	3,080		3		1	4			8
Pershing	770					1			1
Storey	300		+			1			1
Washoe	35,183		23		19	40		4	86
White Pine	1,593					1			1
Total	176,474	1	60	6	75	145	5	17	309

* As reported by districts to the Department of Education

** These include adult education, prison, technical or occupational schools and homebound assignments.

\+ There is one counselor in Storey whose principal assignment is as a secondary counselor, but who also serves elementary students.